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ABSTRACT

This publication describes basic skills improvement programs and activities ongoing throughout the United States. The guide is organized into two sections. The first section contains program descriptions and hands-on materials from 25 elementary and secondary programs across the nation that have been selected for inclusion in the National Diffusion Network (NDN). (NDN is an organization of primarily school-based programs that have been approved for nationwide dissemination by the federal Joint Dissemination Review Panel.) The program descriptions have been excerpted from "Educational Programs That Work," a catalog prepared for the NDN/Department of Education. For each program described, the following information is provided: target audience, description, evidence of effectiveness, implementation requirements, services available, and contact person's name, address, and telephone number. In addition, materials used in the programs are included. The second section contains a collection of information on national organizations that are working toward combating functional illiteracy among adults. A description of services provided, available resources, and sample materials are included for selected organizations. (KC)

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Improving Basic Skills:

Volume II - A Collection of National Programs and Resources for
Improving the Basic Skills of Undereducated Youth and Adults

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University of Wisconsin-Madison

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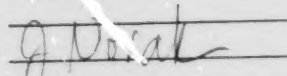
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September 1982

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ACKNOWLEDGEMENTS

The initial study and the development of this publication was made possible through the cooperative efforts of many individuals. We first would like to recognize the Wisconsin Governor's Employment and Training Office for its support in the development and accomplishment of the project.

During the study, numerous individuals, groups, and agencies provided us with necessary information and data, some of which is included in this publication. We would like to take this opportunity to thank these individuals. Appreciation is also extended to our Advisory Committee who served as a panel of experts throughout the study. They were most helpful in sharing observations, opinions, and concerns with us as well as in determining the direction of the project. Panel members are recognized below.

Finally we wish to thank Terri Bleck and Connie Gee for their preparation of materials and numerous support activities.

Advisory Committee

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SELECTED BASIC SKILLS IMPROVEMENT
PROGRAMS WITHIN THE NATIONAL DIFFUSION NETWORK

This section contains program descriptions and hands-on materials from programs across the nation that have been selected for inclusion in the National Diffusion Network (NDN). NDN is an organization of primarily school-based programs that have been approved for nationwide dissemination by the federal Joint Dissemination Review Panel. (For information on additional NDN approved programs and the services provided through NDN, contact The National Diffusion Network Division, Room 802, Riviere Building, 1832 M Street, NW, Washington, DC 20036.)

The program descriptions have been excerpted from Educational Programs That Work (Eighth Edition, 1981; Seventh Edition, 1980). These catalogs, which are prepared for the National Diffusion Network/Department of Education, can be ordered from the Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103

PROJECT Alphaphonics: Beginning Reading Program

TARGET AUDIENCE Approved by JDRP for kindergarten students. This program has been used in other settings for preschool, special education, bilingual education, and Title I students in primary grades, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION A 26-week success-oriented beginning reading program employing an organized phonics system to be used as a foundation for any reading system or program. Alphaphonics increases reading achievement by promoting the acquisition of basic readiness skills while helping children develop positive academic self-images. The program utilizes repetition, discovery, mystery, and memory aids. It stresses both positive reinforcement and a belief in the ability of each child to succeed. It combines frequent repetition of letter sounds, systematic review, and immediate correction or confirmation of children's responses with a game-like presentation of materials and a great deal of positive feedback from the teacher. The necessary repetition is made interesting by the presence of Astro, an imaginary friend from outer space. Astro's Bag, an essential program prop, contains lessor materials for the day and stimulates curiosity in the children. The children believe Astro is the source of food reinforcements and badges awarded to them each week. Astro also displays feelings of happiness, sadness, fear, excitement, and frustration, thus enabling the children to identify with him.

The daily Alphaphonics lesson lasts 20-30 minutes. It can be used for large-group instruction, small-group enrichment, or individualized programming. The children begin an individualized reading program while they continue with the Alphaphonics lessons. The first part of an Alphaphonics lesson consists of a lively class discussion during which the teacher presents the day's worksheets. The teacher then works individually with students who need enforcement or enrichment. Alphaphonics does not require a teacher's aide, although the use of aides allows increased individual attention to each student. This program is also available in a Spanish version.

EVIDENCE OF EFFECTIVENESS The program was measured by the Metropolitan Readiness Test and the Cooperative Primary Reading Tests, administered annually. At the end of kindergarten and grades 1, 2, and 3, the Alphaphonics group scored significantly higher than control groups (of the order of one standard deviation). Details of study as well as results from adopter sites available from project.

IMPLEMENTATION REQUIREMENTS The program can be implemented in a typical classroom using regular teachers. A one-day training session is highly recommended. The only materials that must be purchased are the Alphaphonics manual and Astro's Bag. A variety of educational and motivational materials to enhance the program are useful and highly recommended.

SERVICES AVAILABLE Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is conducted September through May. Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

CONTACT Gretchen Ross, or Judith Brown, or Jeanne Stout Burke, Co-Directors;
Alphaphonics; Ponderosa School; 295 Ponderosa Road; South San Francisco,
CA 94080. (415) 588-8082.

ALPHAPHONICS

ALPHAPHONICS is a word that comes from alphabet and phonics. Each of the 26 letters in the alphabet represents one or more sounds. Phonics is the study of these sounds. By learning phonics (letter sounds) each child will be able to sound out for himself many words as he reads. Without this phonic skill, your child would have to memorize each word. Therefore, ALPHAPHONICS teaches the names of letters and their sounds.

Now let us look at the book ALPHAPHONICS. Flipping through it quickly, you will see it has two main parts: a manual in the front that explains the lessons, and worksheets in the second half. Each worksheet is perforated and tears out so it can be duplicated for many children in a classroom or used as is with one child. As you glance over the pages, there will seem to be a lot to work with. There is. But let's take it a bit at a time, and you'll see that it can be done quite readily. Remember, in our course you will have up to 15 weeks to work your way through these materials, and children will take 26 weeks to work their way through and learn to read.

So let's begin with the cover. Meet Astro --

Astro. From outer space, he is an imaginary and invisible character who materializes on the children's worksheets but remains an invisible visitor in the room with the children at all times.



He is a character about whom the children will develop many creative fantasies. The children will identify with his feelings and adventures, and Astro will share many of the children's own feelings about themselves and their environment.

Excerpted from Alphaphonics One-To-One (Brown, Ross, S

Children of this age are just beginning to realize that other

people may be frustrated,



or happy,



or angry,

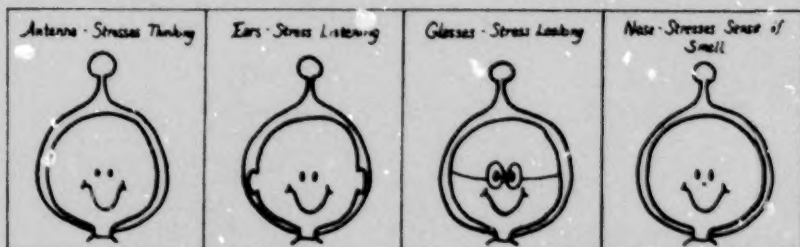


or puzzled



at times. Since

Astro also has these same emotions, it is easy for the children to identify with him.



Here is a page from ALPHAPHONICS showing Astro's many faces. In the first picture, as in all pictures of him, he has an antenna. It is there to remind your child to think whenever he is doing his worksheets.

And in the next picture Astro has sprouted ears. He has ears on all auditory discrimination pages. These are the worksheets where the child is trained to listen for different beginning sounds.

In the third illustration Astro dons glasses, which are a clue to the child that Astro wants him to use his eyes very carefully on certain pages. Astro may also give another hint that seeing carefully is important for the worksheet: he may at times have a magnifying glass in his hand.

And in the fourth drawing, Astro has a nose. He shows his nose on pages where learning needs careful use of the child's sense of smell.

It is very important to keep your expectations high and become aware of how your child achieves. Working individually with your child makes it possible for you to become really aware of your child as a learner. Remember that although ALPHAPHONICS does teach reading readiness, underlying the program is basic emphasis on developing each child's positive self-image. If you believe in your child, then your child can say and feel, "I am a good learner."

Activities. The ALPHAPHONICS program is designed to involve the child totally in learning to read. The activities described in the manual are basic in this involvement, even though they may seem not to be directly related to readiness for reading. You see, learning for young children is like putting on coats and coats of paint. No one coat will do the job, but the total effect is the fusion of all the coats into the total knowledge the child has gained.

Take cooking. In ALPHAPHONICS, all cooking activities are related to letter sounds. But cooking also requires measuring, counting, and timing; basic concepts in science, such as volume, temperature, and pressure; even, and maybe especially, aesthetic values of appearance, texture, taste, and so on. Oh, and don't let cultural habit fool you; boys love to cook too!

We hope that as you go along you will think up your own variations. The letter Aa suggests applesauce -- cut new shapes out of apples, measure the sugar, follow the recipe (plan), etc. And success is guaranteed, with its own built-in reward: eating it when it's finished. Or in the A3 lesson, why not put a pint of whipping cream into Astro's bag with an empty jar. Then as that day's activity, shake the cream for five to ten minutes in the jar to make butter. How about macaroni for Mm, or popcorn for Pp, and Zucchini for Zz.

The finger play poems help develop a sense of rhythm and an awareness of self as your child's fingers move and act out the poems. More broadly, as he hears the familiar stories of "The Three Bears" or "The Three Billy Goats Gruff," he will be seeing more of himself in relation to standard children's literature. And if there are enough children to dramatize the parts, then identification will be even more complete. Many a shy child can become quite outgoing in the role of the troll.

You might even make some simple costumes together, then use

Excerpted from Alphaphonics One-To-One (Brown, Ross, St

them in the play drama. For example, in "The Three Bears" story, one can take crepe paper and cut strips and stick them to a piece of construction paper to form Goldilocks' golden hair. Another piece of construction paper can be used for a simple cut-out mask. Chairs and dishes and pretend beds -- maybe even some real porridge! Let the children help do it!

Activities with Astro can be similarly elaborated upon, to everyone's delight. Astro's special chair could have its own decoration; or, his place of honor might be a cardboard box, decorated to look like a rocket -- which is a chance to introduce concepts of science. For example, why does a rocket look the way it does?

As you progress through the alphabet and create the Astro badges, your child can stick them in order on a chart or bulletin board in left-to-right alphabetic sequence. Then use this display as you sing and say the names and sounds of the letters.

The manual refers to alphabet cards to be used from time to time. You may wish to use one 3 x 5 card for each letter of the alphabet, capital and lower case letters. Or get ready-made alphabet cards from the toy store.

Some basic tools are needed -- we're sure you will be noticing, as we elaborate the possibilities. You will find a reminder on the top of each worksheet, in the upper left-hand corner -- a small box that shows what you will need that day: pencils, crayons, scissors, paste. These tools can also be used to draw pictures of Astro, make Astro surprises, and create all sorts of fun things you and your child will think of.

The possibilities will "open up" for you. Here are 21 more to get you on your way:

1. When you're on a walk, see how many things there are that begin with the letter you are learning. Praise each success.
2. Invite your learner to take a basket or bag around the house and collect items beginning with the letter of the week. Then classify them as to living room, bedroom, kitchen, etc. Classification is basic in reading science.

3. If you're near a beach and can walk there, a fun game is to trace the letters in the sand -- maybe with toes, too. And sometimes there are letters in the clouds, too.
4. How about the zoo? Find the animals whose names begin with the letters already learned.
5. Try to take as many adventures in real life as Astro does on paper. For example, when you are learning the letter B, go to visit a beekeeper; when you are learning E for engine, go to see a train. With the F lesson, take a trip to the farm. Begin a garden when learning the letter G. Purchase some meat when learning the letter M. Etc.
6. Place magnetic letters on the refrigerator for the child to feel, to spell his name, and to create words.
7. Write a letter from Astro to your child and place it in the bag, and then help him draw a picture in return response or create a story letter to Astro.
8. When your child draws a picture, have him tell you about it, and write down the story for him.
9. Discover the letters that he has learned -- in the newspapers, magazines, markets, signs on the street, alphabet soup, animal crackers, etc.
10. Play silly word games with your child, such as "Peter Piper picked a peck of pickled peppers." Help your child create his own silly word pattern.
11. Help your child hear the sound that you have learned in nursery rhymes.
12. Have fun by helping him to form his body into letters.
13. Look in the mirror and try to imitate each other with funny faces and sounds. Imitate each other's body movements. Play "Simon Says."
14. Keep a scrapbook of your child's pictures and other items which he has made. Go over them with delight and praise.

15. Play ball, jump rope, walk a crooked line, jump over cracks and encourage climbing. These will help to develop your child's physical well being. Say a letter that fits, or words with letters learned, as you perform these activities.
16. Encourage independence by teaching him to hang up his coat, zip his jacket, tie his shoes, and dress himself.
17. Keep a grocery box of pictures of your child, important things he has made, honorary awards and any other meaningful items. This box can be kept all through his school years. Your child will love to take out his special box and remember all the important events of his life.
18. Go to the library or purchase a copy of any of the Richard Scarry books, which classify all manner of items. Dr. Zeuss books are wonderful for adventure and rhyming.
19. Read to your child, and let him see you enjoy reading your own books. Then reading will become a desirable activity.
20. Encourage your child as he begins to sound out words. Praise his every success. Begin putting phonetic words together after you have had A, B, C, and D. See ALPHAPHONICS for more specific reading suggestions.
21. Make letters out of dough or sandpaper to add texture to the learning experience. Such techniques may help your child learn a particular letter whose shape is difficult for him to remember.

BEST COPY AVAILABLE

EDUCATION IN ACTION



A Media Service of the U.S. Office of Education, Washington, D.C. 202

This article describes one of many locally developed education programs recognized as successful by the U.S. Office of Education. A more detailed story may be obtained by visiting the project. See contact at end of article.

FOR IMMEDIATE RELEASE

There he sits. A little man from outer space. A pair of glasses perched delicately on his nose, a big orange pennant sticking out of his pocket, and a pink flight bag in his hand.

His name is ASTRO. And though he's only three feet tall (and stuffed with cotton), he's busy helping kindergarten youngsters learn to read.

ASTRO lives in the Ponderosa School in South San Francisco. He's been there since 1968. He came with ALPHAPHONICS, a 26-week reading readiness program developed by three teachers at the school with funding from the U.S. Office of Education.

ASTRO is the program's mascot and chief helper. Each reading readiness lesson begins with the Alphabet Song led by ASTRO.

Astro's bag has a big surprise	(Spread arms in large circle)
Now's the time to use your eyes.	(Point to eyes)
Untie, unwind, and open wide	(Hands make rolling motion
Show us, show us, what's inside.	and then fling outward)
Ready, set, go--1, 2, 3	(Use fingers to count)
Open now and let us see.	

- MORE -

And with this the children are off on another day's adventure in learning. What's in ASTRO's bag? It's the daily worksheet that tells the kids what letter or sound they'll be working on that day. On the first day of school, it's the inevitable Aa. The children are not only taught to recognize the letter--both capitalized and in small form--but to find it in words starting with an "a." For example, an apple. And along with this, they may learn colors. That day Astro holds crayons--red, green, and yellow, the color of the three apples the teacher has brought to class. The children will use these to color the apples on their worksheet.

But the bag also may contain rewards of food or toys to be passed out after the lesson is completed. "Children," the staff believes, "learn better with praise, success, and rewards."

The youngsters in the program also gain self-confidence working with ASTRO. ASTRO helps them to understand that it is okay to express anger, frustration, or happiness. Since ASTRO shows these emotions--and the children identify with him--they feel comfortable.

"This is good," says Gretchen Ross, ALPHAPHONICS director. "It makes learning easier--in a relaxed atmosphere."

Because ASTRO is the children's friend, the teachers talk to the youngsters through him. "He's been a great help in telling the children about playground rules, safety, or anything new and different. He's always the first to hear about field trips or fun things and can hardly wait to tell the children."

- MORE -

ASTRO is so popular with the kindergarten children that everyone in Ponderosa school knows about him. So do a lot of people in other schools, some many miles from San Francisco. That's because HEW's Education Division has cited the program as "outstanding" and worthy of duplication by other school districts across the country. ALPHAPHONICS also has been named by the Office of Education as one of its 12 top Right to Read programs.

In addition, ALPHAPHONICS is being used as the basis for a college course. A crew from the California Instructional TV Consortium spent a year filming the program. Its product, WHAT DO YOU EXPECT, is now a televised college credit course for teachers, parents, and aides. It shows vividly why high expectations of teachers and students make the program successful.

But there is more to the story. For three years Ponderosa Principal Lenore F. Jacobson tested ALPHAPHONICS children and a control group as they moved from kindergarten through grade 3. Both groups were alike in terms of the language spoken at home, father's occupation, mother's employment, IQ in grade 1, and the ratio of boys to girls. The ALPHAPHONICS students tested out significantly higher than the control group from kindergarten all the way through grade 3 in both reading readiness and reading achievement.

#

For further information:

Judith Brown
Gretchen Ross
Jeanne Stout Burke
Co-Directors - ALPHAPHONICS Program
Ponderosa School - South San Francisco, CA 94080
Telephone: 415--588-8082

PROJECT Basic Skills in Reading (BASK)

DESCRIPTORS Elementary Education, Performance Based Education, Remedial Reading, Resource Room Programs

TARGET AUDIENCE Approved by JDRP for readers, grades 1-3, scoring below the 40th percentile on the Gates-McCinitie Reading Survey. This program has been used in other settings with grades 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION An exemplary project providing special instruction in the basic skills necessary for reading success. BASK is an adoptable/adaptable program that can be used in several ways to upgrade reading skills. Target pupils are remedial. It is a pull-out project, using a criterion-referenced format and including individualized diagnosis, prescription, and instruction. The BASK curriculum is targeted to basic reading skills -- readiness, phonics, structural analysis, comprehension, and study reference skills. Each child in the program receives 150 minutes of instruction weekly (30 minutes daily), working in small groups or on a one-to-one basis. The heart of the project is the individualized small-group instruction given daily. Frequent diagnosis and flexible prescriptive teaching ensure pupils' experience of success. Computerized information retrieval is used for diagnosis, prescription, and record keeping. The computer also processes progress reports for parents and school staff. The project is designed also for manual record keeping and data processing.

EVIDENCE OF EFFECTIVENESS The California Achievement Test: Reading (1970 edition) is used for evaluation. Since 1974, 76.7% of all participants reached or exceeded one month of gain for each month of service.

IMPLEMENTATION REQUIREMENTS Adopting district must make firm commitment to the use of BASK, provide necessary training, and assign supportive staff to concentrate on the project.

FINANCIAL REQUIREMENTS Cost of adoption varies with the number of persons trained, length of training required, project staff expenses for adopter-site training, adopter staff expenses for project-site training. Adopters must purchase training materials. Training manual (one per trainee), \$15. A reading specialist trained at project site to train others at adopter site also needs a trainer's guide, \$15. Adopter must purchase one set of tests, \$15. A cost analysis sheet is available.

SERVICES AVAILABLE No special network funding supports this project's dissemination efforts. Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training (two or more days) is provided at project site (adopter pays its own expenses and purchases training materials). Training is also conducted at adopter site (costs to be negotiated).

CONTACT Marjorie H. Benz, Title I Coordinator, Manchester Public Schools;
Amoskeag School, 121 Front Street; Manchester, NH 03102
(603) 624-6426.

BASIC SKILLS IN READING

mask

AN NDN DEVELOPER/DEMONSTRATOR PROJECT

Manchester Public Schools

Manchester, N. H.

At our request BASK is no longer a funded Developer/Demonstrator project. Any service we provide must be borne by you. Our project is in place and on-going with eight years of success behind it.

BASK is available to train your key staff members here at our site. Our full staff is available for your training and visits to regularly scheduled BASK classes are included. Your trained staff will then return to your District to train the personnel involved. A special training manual and trainee packets are available to facilitate this in-service work.

Because we are in session daily during the school year and active in our normal BASK duties, we make no charge for your training here. Your only expenses would involve your travel and per diem and the cost of materials.

Available materials:

BASK Manual	\$25.00 ea
Manual of Tests	25.00 "
Trainer's Guide	15.00 "
Trainee Packet	5.00 "

We welcome your interest in our project and hope we will hear from you again.

BASIC SKILLS IN READING

BASK

BASK is a criterion referenced program which includes individualized diagnosis, prescription and instruction. Recordkeeping and performance reports are computerized and the end-of-project data analysis is included. However, the project is designed for manual recordkeeping and data processing also. It can be utilized as part of the regular classroom reading curriculum. The instructional objectives are available for both remedial and homogeneous groups. BASK has a uniquely practical management system.

Type of Project: Reading - Basic Skills, Grades 1,2,3, targeting readers scoring below the 40th percentile on a standardized test. Achievement if measured by: pre and post California Achievement Test - Reading, 1970 ed. (CAT 70), or other standardized test; as well as individual pupil objectives mastery.

Number of Schools Served: 10 Public 4 Non-Public

BASK RECORD OF PROGRESS - 1979

Participants to date: 4077 7th year in operation

Since 1974, 76.7% of all enrollees have met or exceeded the project objectives - - to gain 1 month in achievement for each month of service.

Project Manager: Mary C. Freitas
Amoskeag School
121 Front Street
Manchester, N. H., 03102
(603) 669-3295

A National Diffusion Network, Developer/Demonstrator Project

Basic Skills in Reading

bask

Old Amoskeag School, 121 Front Street, Manchester, New Hampshire 03102 (603) 669-3295

CORE ELEMENTS

1. Simple, workable management plan.
2. Learner oriented continuum of skills.
3. Individualized framework of instruction and skills maintenance.
4. Criterion referenced format supplementary to your basal and correlated to in-house systems and materials.
5. Continual evaluation with personalized reporting.

BASK - BASIC SKILLS IN READING

WHAT IS BASK?

A criterion referenced, learner oriented continuum of basic reading skills. A simple, workable management plan consisting of specific learning objectives guided by a scope and sequence chart and pupil checklist.

WHO CAN USE BASK?

Any program with a target group of readers performing below a Grade 6 reading level.

Title I

Adult Basic Education

Migrant Educational Programs

Bilingual Educational Programs

Special Education

HOW?

Supplementary to basal readers or other in-house programs. With support staff or by classroom teachers, teachers aides or paraprofessionals in the schools. Daily for 30 min. with small groups or individual pupils.

A.

BASIC READING OBJECTIVES

The Basic Reading Skills Program objectives have support the primary instructional levels. This section Manual defines all levels of all objectives. There are identified on the pupil checklist. The objectives are areas as follows:

READING READINESS	18 objectives
PHONIC ANALYSIS	13 objectives
STRUCTURAL ANALYSIS	8 objectives
COMPREHENSION SKILLS	17 objectives
REFERENCE AND STUDY SKILLS	7 objectives
BASIC SIGHT VOCABULARY	8 objectives

The system approach upon which the Basic Reading begins with the statement of the objective the skill for which a diagnosis is being observing or testing, tells how the level of achievement. For

BASK Title I
Amoskeag School
121 Front St.
Manchester, N. H. 03102
(603) 669-3295

PROJECT COMPONENTS:

- Instructional Objectives - in six areas.
- Objectives checklist - for recording those skills which are mastered and those yet to be tested for mastery.
- Scope and Sequence Chart - a program guide for testing and instruction.
- Pupil Progress Report - each month for parents, teachers, administrators.

REPORT OF

186 St.
Manchester, N.H. 03103

D.

Manchester School Department
88 Lowell Street
Manchester, N.H. 03104

BASIC SKILLS 1977-78 - BASK
TITLE I READING PROGRAM

Dear Parent,

Since the last reporting period, your the following reading skills:

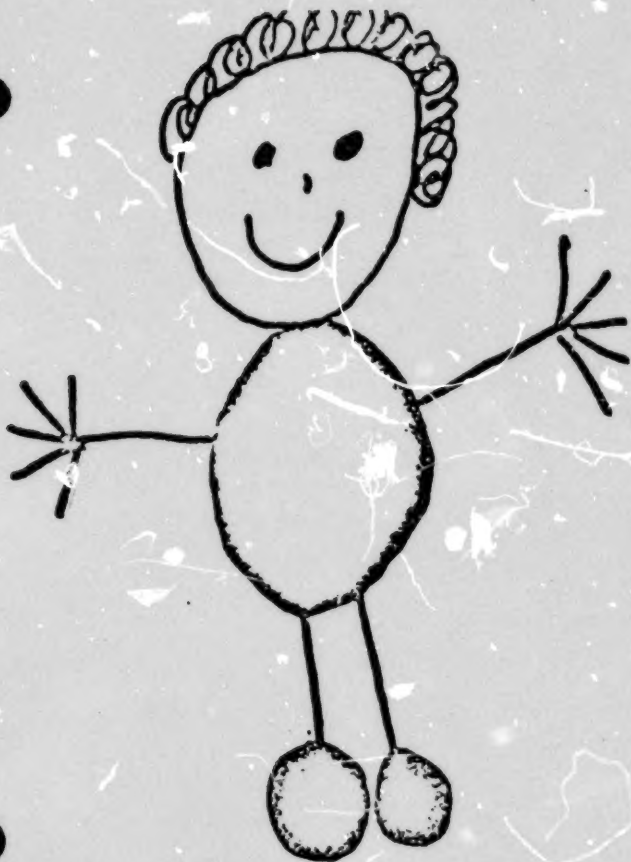
KNOWING THE TWO VOWEL SOUNDS OF Y AS MY
KNOWING THE DIFFERENT SOUND THAT R GIVES
KNOWING THAT WORDS MAY HAVE SILENT LETTERS
KNOWING ROOT WORDS AS RIDE IS ROOT OF RID
CHOOSING THE MAIN IDEA OF A STORY
GROUPING THINGS THAT GO TOGETHER (AND TELL
FINDING WORDS IN A DICTIONARY AND GLOSSARY
USING A TABLE OF CONTENTS
READS 110 OFTEN USED WORDS SUCH AS RUN, S:

If it would be useful to you we can p
French, Spanish or Greek for your convenience

C.

APPROX. GR. LVL.	BASK LEVEL	PHONIC SKILLS	STRUCTURAL SKILLS	COMPREHENSION SKILLS
READINESS	1			R-3,2
	2			R-4,1
	3	R-5	R-7	R-5
	4		R-12	R-9
	5		R-11	R-8 RS
	6		R-13,14,15	R-10 R
GRADE 1	7	P-1,2,4		SV-1
	8	P-7,8	S-1,3	SV-2,5

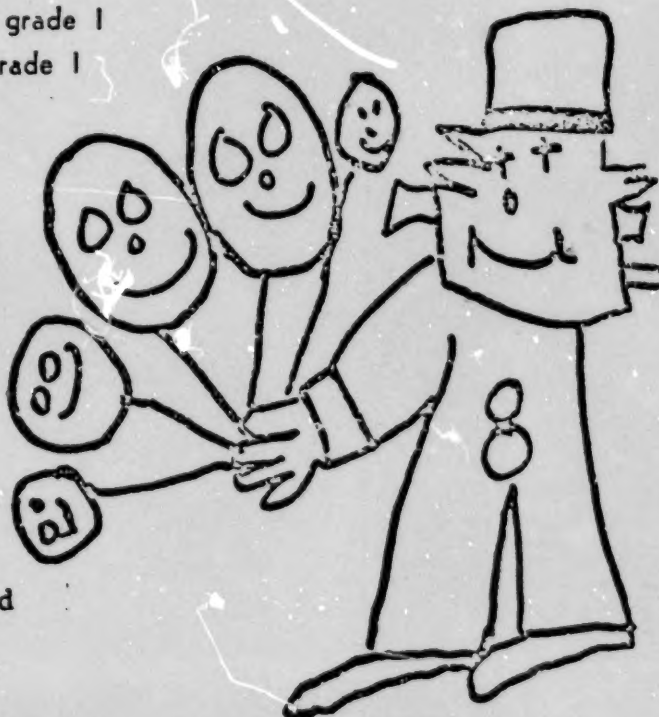
23



I come to learn ABC's and to think. — grade 1
 I learn letters—which way they go. — grade 1

The BASK format lends itself to both structure and flexibility. Virtually any teaching methodology and technique can be adapted successfully. It ensures that all pupils have mastered these skills using materials at the appropriate reading level.

The BASK curriculum is limited to the basic reading skills -- Readiness, Phonics, Structural Analysis, Comprehension, Reference and Study Skills, and Sight Vocabulary. Pupils are tested for mastery of the basic reading skills and instruction is given in areas where weakness is recorded.



BASK is work. A lot of work. To much work!
 16 — grade 2

OBJECTIVES CHECKLIST

BEST COPY AVAILABLE

PHONICS

COMPREHENSION

BASK - Manchester, N.H. Title I

**SCOPE AND SEQUENCE - BASK
GRADES 1-3 MANCHESTER, N.H.**

The scope and sequence of objectives is organized in fifteen levels beginning with the readiness objectives. All objectives across the areas for each level must be mastered before proceeding to the next level. When proceeding to the next level each student is pretested on all objectives at the new level. Meaning is stressed at every level. This includes listening and reading comprehension. All comprehension objectives will be read independently to determine mastery.

APPROX. GR. LVL.	BASK LEVEL	PHONIC SKILLS	STRUCTURAL SKILLS	COMPREHENSION SKILLS	REFERENCE SKILLS
READINESS	1			R-3, 2	
	2			R-4, 1	
	3	R-6	R-7	R-5	
	4		R-12	R-9	
	5		R-11	R-8 RSV-1, 2	
	6		R-13, 14, 15	R-10 RSV-3	
GRADE 1	7	P-1,2,4		SV-1	
	8	P-7,8	S-1,3	SV-2,5	RF-1
	9	P-5,6		C-1,2 SV-3	RF-2
GRADE 2	10	P-3,9	S-2	C-10, SV-4,6	RF-6
	11	P-10,12		C-4,5 SV-7	RF-3
	12	P-11		C-6,7,11,SV-8	RF-5
GRADE 3	13	P-13	S-4,5	C-3,8,9	RF-7
	14		S-6,8		RF-4
	15		S-7	C-12,13,14	
	16			C-15,16,17,18	

BASK READING OBJECTIVES

The Basic Reading Skills Program objectives have been developed to support the primary instructional levels. This section of the Teacher's Manual defines all levels of all objectives. There are 71 Objectives as identified on the pupil checklist. The objectives encompass six major areas as follows:

READING READINESS	18 objectives
PHONIC ANALYSIS	13 objectives
STRUCTURAL ANALYSIS	8 objectives
COMPREHENSION SKILLS	17 objectives
REFERENCE AND STUDY SKILLS	7 objectives
BASIC SIGHT VOCABULARY	8 objectives

The system approach upon which the Basic Reading Skills Program is based begins with the statement of the objective. The objective identifies the skill for which a diagnosis is being made, sets the conditions for observing or testing, tells how the skill will be measured and gives the level of achievement. For example:

TERMINAL OBJECTIVE
<u>Given pairs of dictated words having the same</u> <u>initial consonant sound and printed words as choices,</u> <u>the student will be able to identify the initial</u> <u>consonant sound</u> (by marking the word that begins with the same sound as the dictated work.) 100% mm

- _____ Conditions to be observed or tested
- ===== What the student can do or will know as the result of instruction
- The observable action and response
- mm Level of achievement required for successful attainment of the objective

A complete description of all primary and intermediate level objectives follows. At the intermediate level materials of adjusted difficulty are used.

READINESS OBJECTIVES

1. Given a picture or set of pictures, the learner will express his ideas in simple sentences.
2. Given visual stimuli, the learner will demonstrate knowledge of the following concepts: colors and numbers. 100%
3. Given visual stimuli, (Selected Dolch Nouns pictures) and the pictures of circle, triangle, square, rectangle, line, the learner will name the pictures shown. 100%
4. Given visual stimuli, the learner will demonstrate a knowledge of the following concepts:

on - around
up - down
left - right
in - out

top - bottom
under - over
beginning - middle - end
first - next - last

100%

5. Given verbal stimuli and sets of pictures, the learner will mark the words that rhyme. 90%
6. Given verbal stimuli and sets of pictures, the learner will mark the pictures that begin with the same sound as the stimuli. 90%
7. Given visual stimuli, the learner will determine likeness by marking the correct symbol. 100%
8. Given a set of appropriate pictures, the learner will recall the sequence of the story by arranging the pictures in the correct order. 100%
9. After having a passage and two titles read to him, the learner will be able to determine which title is most appropriate. 80%
10. Given verbal stimuli, the learner will correctly repeat the sequence of symbols just heard. 80%
11. Given appropriate visual stimuli, the learner will circle on his answer sheet the letter or word flashed. 80%
12. Given a set of pictures with a detail missing in one of the pictures, the learner will be able to draw in the missing part. 100%
13. Given appropriate MATERIAL, the learner will be able to reproduce reasonably accurate representations of geometric forms and letter shapes by copying them. 100%
14. Given a list of upper case letters in random order, and another list of lower case letters, the learner will match the upper case letter with its corresponding lower case letter. 100%
15. Given dictated letters (capital and lower case), in random order, the learner will print them. 100%

- RSV. 1. Color words
2. Number words
3. Basic Instructional Vocabulary
draw write color name date

BASK - Manchester, N. H. Title I

PHONICS OBJECTIVES

1. Given verbal stimuli, the learner will write the consonant corresponding to the sound he hears at the beginning of a word. 100%
2. Given verbal stimuli, the learner will write the consonant corresponding to the sound he hears at the end of a word. 80%
3. Given verbal stimuli, the learner will write the consonant corresponding to the sound he hears in the middle of a word. 80%
4. Given verbal stimuli, the learner will be able to make new words by substituting initial consonant sounds in known words. 100%
5. Given verbal stimuli, the learner will write the consonant blend corresponding to the sound he hears at the beginning and/or end of a word. 80%
6. Given verbal stimuli, the learner will write the consonant digraph that corresponds to the sound he hears at the beginning and/or end of a word. 100%
7. Given verbal stimuli, the learner will write the letter for the long vowel sound he hears in the dictated word. 100%
8. Given verbal stimuli, the learner will write the letter for the short vowel sound he hears in the dictated word. 100%
9. Given appropriate stimuli, the learner will be able to recognize the two vowel sounds of Y. 100%
10. Given verbal stimuli, the learner will write the letters for the R-controlled vowels he hears in the dictated word. 80%
11. Given verbal stimuli, the learner will write the letters for the variant vowel sounds (oy, ou, ow, oo, oo, ow, ow, au, aw) heard in a dictated word. 80%
12. Given a list of words, the learner will circle the silent Letter(s). 80%
13. Given a list of nonsense words, the learner will be able to pronounce them demonstrating application of phonic principles. 80%

STRUCTURAL ANALYSIS OBJECTIVES

- S-1 Given an appropriate word list, the learner will form compound words. 80%
- S-2 Given a list of derivatives, the learner will write the root words. 80%
- S-3 Given a list of words in the singular form, the learner will write the words in the plural form. 80%
- S-4 Given prefixes (dis, pre, re, un), the learner will add the correct prefix to a given root word to fit the meaning. 80%
- S-5 Given suffixes (er, est, full, less, ly, ness, y), the learner will add the correct suffix to a given root word to complete the sentence. 80%
- S-6 Given appropriate word lists, the learner will write the two words represented by a contraction and write the contraction form of two given words. 80%
- S-7 Given appropriate phrases with singular and plural nouns, the learner will rewrite them using the apostrophe to denote possession. 80%
- S-8 Given a list of nonsense words, the learner will write them in syllables (open and closed) and mark the vowels long or short. 80%

BASK - Manchester, N. H. Title I

COMPREHENSION OBJECTIVES

- C-1 Given a list of known words, the learner will match words that are antonyms. 100%
- C-2 Given a list of known words, the learner will match words that are synonyms. 100%
- C-3 Given sentences, the learner will complete each sentence using the correct homonym. 100%
- C-4 Given short selections for silent reading, the learner will choose the phrase(s) or sentence(s) which identify the main idea. 80%
- C-5 Given short selections for silent reading, the learner will locate specific details which answer questions based upon the selection read. 80%
- C-6 Given written stimuli, the learner will number the events in sequence. 80%
- C-7 Given written directions for silent reading, the learner will follow directions by carrying them out in detail. 80%
- C-8 Given sentences containing words having more than one meaning, the learner will select the meaning appropriate to the context of the sentence. 80%
- C-9 Given sentences, the learner will use context to determine an omitted word and select the appropriate word from a given list. 80%
- C-10 Given appropriate material, the learner will classify items by writing the appropriate response. 80%
- C-11 Given appropriate material, the learner will match a punctuation mark with its name and use punctuation in sentences. 80%
- C-12 Given selections for silent reading, the learner will predict outcomes and/or draw conclusions by selecting the appropriate response. 80%
- C-13 Given appropriate material, the learner will distinguish between fact and fiction. 90%
- C-14 Given appropriate material, the learner will identify the emotion depicted. 80%
- C-15 Given appropriate material, the learner will distinguish between fact and opinion. 80%
- C-16 Given selections for silent reading, the learner will answer a question about an idea that has been inferred in the paragraph. 80%
- C-17 Given sentences having figurative language, the learner will demonstrate the ability to identify the meaning by choosing the correct response. 90%

REFERENCE AND STUDY SKILLS OBJECTIVES

- RF-1 Given appropriate materials, the learner will demonstrate ability to locate bibliographical data. 80%
- RF-2 Given lists of words the learner will write words in alphabetical order. 100%
- RF-3 Given appropriate materials the learner will demonstrate ability to locate words in dictionary and glossary. 80%
- RF-4 Given a list of words in pronunciation spellings, the learner will read the list demonstrating ability to use a pronunciation key. 80%
- RF-5 Given written material the learner will identify the appropriate meaning of specific words as used in context. 80%
- RF-6 Given written material, the learner will demonstrate ability to use Table of Contents. 80%
- RF-7 Given written material, the learner will demonstrate ability to use Index. 80%

BASK - Manchester, N. H. Title I

SIGHT VOCABULARY OBJECTIVES

- SV-1 Given visual stimuli, the learner will respond orally to the 95 Dolch nouns with 25% accuracy.
- SV-2 Given visual stimuli, the learner will respond orally to the 95 Dolch nouns with 50% accuracy.
- SV-3 Given visual stimuli, the learner will respond orally to the 95 Dolch nouns with 75% accuracy.
- SV-4 Given visual stimuli, the learner will respond orally to the 95 Dolch nouns with 95% accuracy.
- SV-5 Given visual stimuli, the learner will respond orally to the 220 Dolch service words with 25% accuracy. (55 words)
- SV-6 Given visual stimuli, the learner will respond orally to the 220 Dolch service words with 50% accuracy. (110 words)
- SV-7 Given visual stimuli, the learner will respond orally to the 220 Dolch service words with 75% accuracy. (165 words)
- SV-8 Given visual stimuli, the learner will respond orally to the 220 Dolch service words with 95% accuracy. (209 words)

BASK - Manchester, N. H. Title I

PROJECT Catch Up - Keep Up

DESCRIPTORS Elementary Education, Remedial Reading, Secondary Education, Teacher Education

TARGET AUDIENCE Approved by JDRP for students in grades 5-8 who are reading two or more years below grade level. This program has been used in other settings with students in grades K-4 and 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION A remedial reading program and inservice teacher training. The goal of this project is to raise the reading level of children who read below their grade level -- one month growth for each month in the program. The population in the community is in the lower-middle income range and highly mobile. Children who score two or more years below grade level on the Gates-MacGinitie reading test receive instruction in small groups from reading specialists, in the reading lab and/or in the classroom. Reading specialists spend at least 50% of their instructional time working in the special reading lab. The rest of their time is spent working with target children in their regular classrooms in concert with classroom teachers to provide inservice teacher training. When the training occurs in the classroom, the regular teachers and aides are able to learn new techniques and strategies for teaching reading. This profits not only the target student but all students in the class. Students meet with the reading specialist for 20-50 minutes four days each week and remain in the program for at least one semester.

Instruction in reading is individualized for each student using the Flowing Wells Reading Support System, which carefully diagnoses a student's reading deficits, provides prescriptive activities, and includes an evaluation procedure to determine the student's progress. The reading labs serve as locations for specialized instruction, as well as a reading materials resource center for teachers. The reading specialists offer demonstrations, workshops, and seminars for teachers and provide creative reading materials such as board games, posters, audio-tapes, and self-paced exercises for loan to students, teachers, and parents. The reading labs are decorated in lively and interesting fashion with unique niches and private retreats to enhance the appeal of reading. Students are evaluated on an ongoing basis using the Flowing Wells Reading Support System. In this manner of continuous monitoring, a current record of student growth in reading skills is readily at hand for the reading specialist and classroom teacher. Gates-MacGinitie standardized reading tests are administered three times per year as a means of determining normative growth.

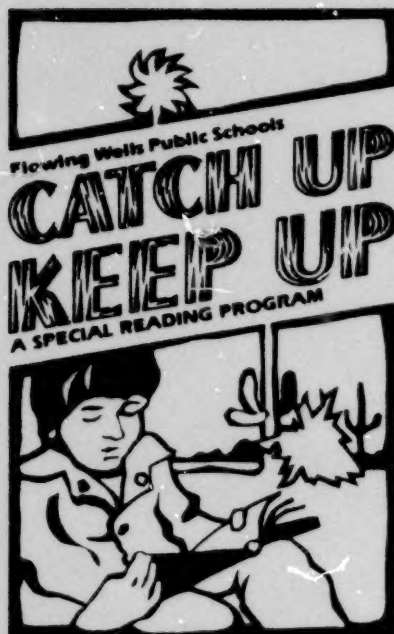
EVIDENCE OF EFFECTIVENESS In 1974, Gates-MacGinitie reading scores collected during 1973-74 from students in grades 5-8 enrolled in Title I funded schools were submitted to JDRP. Data analysis indicated that students who remained in the program for at least three months made significant gains in their reading level. From the beginning of the program, students have met or exceeded the program goal: at least 75% of the students gain one month in reading level for each month in the program.

IMPLEMENTATION REQUIREMENTS This program involves the entire school system. It would be difficult for a single teacher to adopt only a portion of it. Basic implementation requirements are: one highly qualified and motivated reading specialist for every 225 students; a separate comfortable work area for small reading groups; a reading management system; active support from top-level administrators; teachers willing to release children to attend labs and willing to work with reading specialists; inservice training for administrators and reading specialists; administration of evaluation forms before and after the program.

FINANCIAL REQUIREMENTS Costs budgeted for the 1975-76 school year based on 225 students in the program were approximately \$370 per student. Most of the cost is salaries for reading specialists. The Flowing Wells Reading Support System (RSS) is available for \$25.

SERVICES AVAILABLE An NDN-funded Developer/Demonstrator project. Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter sites (expenses must be paid).

CONTACT James L. Neeley, Coordinator; Dissemination Project; Project Catch Up - Keep Up; Flowing Wells Schools; 1444 W. Prince Road; Tucson, AZ 85705 (602) 887-1100, ext. 232.

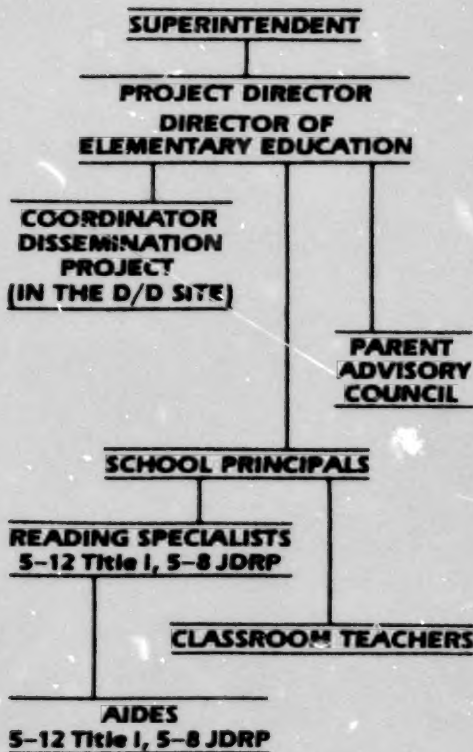


DISTRICT/PROJECT STAFF

Dr. William K. Poston, Jr.
Superintendent

Robert G. Hamill
Project Director

James L. Neeley
Coordinator: Dissemination Project



K-12
JDRP Approved 5-8

FLOWING WELLS SCHOOLS
1444 W. PRINCE RD.
TUCSON, ARIZONA 85705

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Project CATCH UP KEEP UP

PROJECT ORIGIN

Project Catch Up-Keep Up was initiated to a limited extent in the Flowing Wells School District in 1965. The program was expanded in 1972 under an extended Title I grant. At that time, two reading specialists and an aide were placed in each of the three primary schools.

A special election was held in 1972 to override the education budget spending limitation. District funds then supported the K-4 reading program and Title I funds were moved to grades 5-8. The high school was included in the Title I budget in 1976 and Catch Up-Keep Up became a K-12 program following Federal guidelines and regulations throughout.

PROJECT OVERVIEW

Catch Up-Keep Up is a special reading program for kindergarten through twelfth grade students who are reading two or more years below grade level. It has been approved by the Joint Dissemination Review Panel (JDRP) for grades five through eight. Target students are taught in their own classrooms and/or in reading labs especially set up for that purpose. Individualized instruction that characterizes the project is made possible by low student-teacher ratios, a wide variety of materials and equipment, and the implementation of a variety of instructional strategies.

PROJECT DESCRIPTION

COMPREHENSION BASED

Catch Up—Keep Up is a comprehension based reading program. It has been the experience of the reading specialists in the project that students learn better when skills are taught in context, and not in isolation. Therefore, the focus of reading instruction is on the application of reading skills and on the joy of reading as a leisure time activity.

The two major components of the project are reading laboratories and inservice.

READING LABORATORIES

The first phase of instruction occurs in the READING LABORATORIES. These are special classes to which identified target students, ratio of no more than 1:6, report four times a week for 30–60 minute periods of instruction which is carefully individualized or personalized. Each student's prescriptive instruction, based upon thorough diagnosis, is keyed to the skills that he or she needs most. During each period, students may use a variety of instructional materials and equipment especially suited to their particular learning needs. The reading specialists use many instructional strategies and approaches to teaching because children are different and learn in different ways. The reading labs are very attractive learning centers with, in essence, a "welcome mat" at the door. Reading lab attendance becomes a privilege rather than a stigma, and time spent there is the bright spot in the day for many a child. Reading is everywhere encouraged by a colorful, relaxed reading environment and an abundance of high interest supplementary books for recreational reading. In addition to the materials in the labs, the children are encouraged to use the school and public libraries for independent reading.

INSERVICE

Besides working with students in the reading labs, Catch Up—Keep Up reading specialists teach other target students in their regular classrooms four times a week as INSERVICE. Inservice is a cooperative effort between a reading specialist and a classroom teacher, who has target students, to develop a special reading program for her/his regular students. Inservice changes classroom teacher behavior and, thereby, upgrades the school-wide reading program and the entire instructional program. The reading specialists and selected classroom teachers (K–6), and reading specialists and selected content area teachers (7–12) hold regularly scheduled staffing conferences to plan units of study, decide on the strategies to be used to teach the unit, gather

necessary materials and supplies, evaluate the effectiveness of previous units of study, and exchange information about the progress of the target students. The time for reading instruction is mutually negotiated by the classroom teachers and the reading specialists. Since the classroom teacher learns techniques of personalizing instruction and new instructional strategies from the reading specialist, the inservice teaching component benefits the target students directly and the non-target students indirectly.

The classroom teachers who have received inservice training have learned to use such alternative strategies and procedures as:

1. Directed Seeing Thinking Activity
2. Directed Listening Thinking Activity
3. Directed Reading Thinking Activity
4. Sustained Silent Reading
5. Inductive Phonics Lessons
6. Cloze
7. Maze
8. Vocabulary Re-enforcement (Macmillan basal and Reading Support System)
9. Motivational Projects
10. Newspaper Activities
11. ReQuest Procedure
12. Guided Reading Procedure
13. Structured Overview
14. Three-Level Study Guide
15. SQ3R and other study skills

READING SUPPORT SYSTEM

The reading specialists in Catch Up—Keep Up use the Flowing Wells Reading Support System, which is a sequential instructional management system based upon performance objectives which are measured with criterion-referenced tests. This system, consistent with the District philosophies of individualization and continuous progress, has been designed to help the classroom teacher assess an individual pupil's initial placement and his progress through a continuum of reading skills (K–6). It has also been designed to provide information for skills grouping to increase efficiency of instruction throughout the year.

In addition to the performance objectives and the criterion referenced tests, this program features a class profile sheet and a student profile sheet which is used to report to parents. The individual pupil profile sheet allows the teacher to record the learner's progress through the continuum of reading skills. The placement tests enable the teacher to determine where a child should be placed on this continuum, and the alternate tests (Ongoing Tests) enable the teacher to determine the learner's progress from the placement level. The student's profile sheet reflects the initial

placement and progress along the reading continuum.

Twice a year, a copy of the student's profile sheet is given to the parents during the parent/teacher conferences. The final copy goes into the student's cumulative folder at the end of the year.

The performance objectives, stated in behavioral terms, indicate the specific tasks to be performed by each learner in order to provide a concise indicator of progress. Most of these objectives are based upon an 80% accuracy criterion. The remainder of the objectives are based upon 75% to 100% mastery.

There are five reading skill areas represented in the Reading Support System:

- A. Word Recognition
- B. Vocabulary
- C. Comprehension
- D. Study/Reference Skills
- E. Test Awareness

MATERIALS/EQUIPMENT

A wide variety of high interest commercial and teacher constructed materials are used in Project Catch Up-Keep Up. Each lab is supplied with a wide range core of commercial materials selected by the reading specialists in each school. Requests for commercial materials are made to the Project Director each spring. Depending on the budget, the reading specialists may order supplementary materials as money becomes available.

Each lab contains an abundance of supplementary high interest, low vocabulary books for recreational reading, and these books are easily accessible to the students.

Record players, cassette recorders, slide projectors, and movie projectors are provided in each school, but with materials, the kind of audio-visual equipment provided in each school is determined by the needs of the students and the instructional approaches being used.

The Project Director and the Coordinator of Dissemination each maintains a professional library that is available to any teacher in the district.

STUDENT SELECTION

Target students are selected for the special reading program on the basis of need. First priority is given to those students testing two years or more below grade level on the Gates-MacGinitie reading test. Students previously enrolled in the program and who, in the judgement of the reading specialist and the principal, require further instruction in the reading lab, shall also be considered as priority one. Once the needs of all students who qualify for the program within these criteria have been met, students who are below grade level but

less than two years are given consideration. These students are considered priority two.

In addition to the Gates-MacGinitie Reading test, need is also determined by the classroom teacher referral, parent referral, scores on criterion-referenced tests from the Flowing Wells Reading Support System, informal reading inventories, and word recognition tests.

Students who have been in the program two years or more and who have not made the growth which would be expected, may be excluded from the program if there are target students on the waiting list who have greater need. Attempts to help those students removed from the program would be carried out in a variety of ways by the classroom teacher.

Because of Title I regulations, the needs of students who qualify for special education are served through special education programs and, therefore, such students do not participate in Project Catch Up-Keep Up.

After students have been admitted to Catch Up-Keep Up, special needs are diagnosed by a combination of any of the following tests:

1. Informal Word Recognition Inventories — Betts, Macmillan, Harper-Row, Sucher-Allred Reading Placement Inventory
2. Informal Reading Inventories — Betts, Macmillan, Harper-Row, Sucher-Allred Reading Inventory, Reading Support System (Flowing Wells developed criterion-referenced tests)
3. Group Reading Inventory — Reading Support System
4. Test of Phonics in Context (TOPIC)
5. Verbal Opposites
6. SRA
7. Comprehension Skills Assessment Test — District prepared

STAGES OF IMPLEMENTATION

Project Catch Up-Keep Up is not a pre-packaged product that a school district can implement without careful consideration. It is, rather, a process approach to education whereby skills are taught in context and the emphasis is on comprehension. A school district, therefore, should not attempt to adopt Catch Up-Keep Up in its totality the first year. It would be prudent to consider its implementation over a period of approximately three years, depending on the availability of human and material resources.

For obvious reasons, it would be better to start the lab portion of the project in the lowest three grades first and then add a grade or more each year, as the program becomes more refined and the personnel more relaxed and secure with the

project's organization and operation. The first phase of organizing the reading labs, selecting and diagnosing students, ordering instructional materials, supplies, and supplementary recreational reading materials, and learning new instructional approaches may take as long as two years.

The reading specialists could use the first year of the program to win the confidence of the classroom teachers and to insure the special reading program's integration into the total school curriculum.

It is recommended, therefore, that the implementation of the inservice component not be undertaken during the first year. The success of Catch Up-Keep Up will be dictated by what happens during that first year. That is why it is so terribly important to lay a solid foundation of support, trust and confidence before adding the inservice phase.

When the inservice component is added to the project, it is advisable for the reading specialist(s) to work with one classroom teacher only the first semester or even the first year of the implementation of this phase of the program, depending on the qualifications of the specialist(s). As the reading specialist(s) become more confident and trust is generated, inservice time for additional classroom teachers can be built into the daily schedule until the reading specialist(s) is spending 50% of his/her time in reading labs and 50% of his/her time inservicing classroom teachers and additional target students.

Patience, don't be discouraged! Project Catch Up-Keep Up did not happen overnight. It has taken us several years to reach our present stage and even now we are evaluating our program for possible revision and improvement. Adoptors or implementors should not forget this important fact.

PARENT INVOLVEMENT

Catch Up-Keep Up emphasizes the importance of parent involvement in the process of teaching reading. Consequently, the reading specialists may make visits to the homes of their students and hold regularly scheduled parent conferences because they recognize the importance of involving parents in the process of teaching reading. Not only can parents help motivate the children and reinforce their learning at home, but they can also provide the reading specialists and the classroom teachers with valuable information that can assist them in improving learning opportunities.

The reading specialists and the parents discuss the reading program and the needs of the child, and the specialists suggest ideas parents can use to assist with reading at home. The specialists also

suggest additional materials parents can use with their children. Parent surveys are also mechanisms for maintaining contact with the home. Parents are also encouraged to become active in the Parent Advisory Council (PAC) which meets several times a year to discuss the priorities and responsibilities of the reading program. They also evaluate the entire program twice a year.

EVALUATION

There is strong evidence that Catch Up-Keep Up has been successful in attaining its goal of one month's gain in reading for each month in the program. The project has brought about demonstrable and educationally significant gains in students' skills in reading. Students' scores on the Gates-MacGinitie standardized reading test (pre-test in October, post-test in May) for vocabulary and reading comprehension represent consistently high gains in relation to national norms, using the traditional grade equivalent (G.E.) Title I model.

A more intensive and extensive evaluation of the test data was done by an outside consultant from the Department of Educational Psychology, University of Arizona, Tucson, Arizona. He examined the pre and post change in three ways. First, he ascertained the entry level and this was reported in terms of average grade equivalents for the pre and post assessments. Secondly, growth was examined through the monthly gain demonstrated by students. Thirdly, the congruence of students' growth with project expectations was demonstrated through reporting of the percentage of students attaining project expectations.

FACILITIES

In the Developer/Demonstrator site, one large room in each school is set aside as a reading lab. The rooms are cheerful, colorful, and inviting. Consequently, students want to come to the reading labs. Each lab can accommodate as many as four separate classes—each class has its own work area in the room. In the primary and intermediate schools, a part of each lab is set aside as an area for independent or recreational reading.

The Project Director's office, in the Developer/Demonstrator site, is in the district administrative office building complex in an effort to establish the director's relationship to the rest of the district staff. From our experience, we have found this to be desirable. If there is a district reading coordinator, it would be desirable to have that office in the same area.

PROJECT STAFF

The staff of Catch Up-Keep Up consists of a part-time Project Director, the Coordinator: Dissemination Project, fifteen reading specialists, one part-time or full-time aide in each reading lab, a secretary to the Project Director, a secretary to the Coordinator, and a part-time out-of-district evaluator.

There are three primary schools that have two reading specialists each and a student population ranging from approximately 500 students. There are three full-time and one half-time reading specialists in the junior high, with a student enrollment of 885. The high school has two reading specialists and 895 students.

It is highly recommended that the student/reading specialist ratio in adopter sites remain consistent with the ratios in the Developer/Demonstrator site.

PROJECT DIRECTOR

In the Developer/Demonstrator site, the Project Director administers the program part-time, while serving as the full-time Director of Elementary Education. The role could also be filled by the Title I Director, a principal or a curriculum coordinator.

The role of the Director of Project Catch Up-Keep Up is overseeing its implementation, relating the project to other district programs, providing materials within budgetary constraints necessary for the reading labs and target inservice classrooms, providing the link to the district administration and the Board of Education, familiarizing the district with the features of Catch Up-Keep Up, and overseeing the budget.

The Director may meet with principals, teachers and reading specialists in target schools to assist in formulating the reading laboratory schedule. The director makes sure that staffing conferences are built into the schedule. During project implementation, the director sits in on staffing conferences and provides feedback to participants, offering suggestions for ways of enhancing the connections between the reading laboratory and the classroom.

The director visits each reading laboratory regularly to see if students are receiving personalized attention and instruction in the skills they need, to help clarify program guidelines and generally assist in facilitating the operation of the project.

The Project Director also meets with principals, reading specialists, classroom teachers and aides to explain the inservice component of Catch Up-Keep Up. As the project is being implemented, the director monitors both the planning sessions and classroom instruction to ensure that both target

students and classroom teachers are benefiting from the inservice instructional phase of the project.

The Project Director also organizes and implements a Start-Up Workshop for technical training. He/She also plans regular inservice workshops during which classroom teachers and reading specialists learn new skills, extend existing ones, and examine and evaluate new materials.

It is the responsibility of the Project Director to give constant attention to the relationship of the project to the community at large. Communication within the project staff is important, of course, but the image of the project in the eyes of others within the school district is vital to the success of the project. The degree of success of the director's activities in maintaining this image could be responsible for continued district support of the project.

AIDES

The aides, both paid and volunteer, are an integral part of the project. They provide teaching and clerical support in the labs by tutoring students on a one-to-one basis and assisting in keeping individual profile charts and daily activity folders current.

To perform these duties effectively, the aides are trained to use the various instructional strategies and materials employed in Project Catch Up-Keep Up.

The aides also help the reading specialists construct materials to be used in the labs.

SECRETARY

The secretary is responsible for providing whatever clerical assistance the Project Director might need. She/He is expected to type, file, keep records of correspondence, and to do some bookkeeping.

ADOPTION PROCEDURES

If a school district is interested in implementing Project Catch Up-Keep Up, there are several key issues that should be considered seriously prior to adoption. The school district must be willing to:

1. Demonstrate administrative support
2. Demonstrate support by the instructional personnel
3. Attend a training workshop at the Developer/Demonstrator site
4. Employ qualified reading specialists and aides
5. Establish a well-equipped reading laboratory
6. Use a management system
7. Select students with greatest needs
8. Maintain a low teacher-student ratio of 1:6
9. Employ diagnostic/prescriptive teaching strategies
10. Establish classroom teacher inservice component
11. Develop an evaluation plan
12. Establish a follow-up technical assistance schedule

The agreement to implement Catch Up-Keep Up is very clear about the terms of adoption and the services the Developer/Demonstrator site personnel can provide to implementors.

ADOPTION AGREEMENT

MEMORANDUM OF AGREEMENT BETWEEN PROJECT: CATCH UP-KEEP UP THE DEVELOPER-DEMONSTRATOR, AND AN ADOPTING SCHOOL SYSTEM

ESEA Title I
Project: CATCH UP-KEEP UP
Flowing Wells Schools No. 8 (Unified)
1444 W. Prince Rd.
Tucson, Arizona 85705

This agreement is made and entered into this _____ day of _____, 19____ by and between Flowing Wells Schools No. 8 of Pima County, Arizona (hereinafter referred to as the "Developer-Demonstrator") and the _____

School District (Hereinafter referred to as the "Adopter") in _____

City _____ County _____ State _____

I. The ADOPTER agrees to the following:

- A. That minimally one school administrator and one reading specialist will attend a two day Catch Up-Keep Up training workshop at the Developer-Demonstrator site.

- B. To present a needs assessment report signed by a school administrator and a reading teacher.
- C. To involve the instructional personnel including classroom teachers, reading specialists, and administrators who will implement the adoption in the decision to adopt Catch Up-Keep Up.
- D. To employ reading specialists (persons who have a masters degree in reading, or have completed all reading courses required for a masters in reading) in the ratio of one reading specialist per 10 teachers per school.
- E. To employ one teacher's aide for each building where Catch Up-Keep Up will operate.
- F. To establish a reading center—a quiet room or part of a room to be used exclusively for reading instruction.
- G. To equip reading centers with materials appropriate for instructing students at various reading levels.
- H. To employ the Catch Up-Keep Up Reading Program as the exclusive supplemental reading program (reading instruction which is in addition to that which the child receives in his/her required curriculum) in the adopting school or district, specifically:
 - I. Re: Student Screening, Diagnosis, and Selection
 - a) Administer uniform reading diagnostic inventories to all children in the school(s) during the beginning of the school year, to identify children with the greatest need.
 - b) Administer more intensive diagnostic instruments to determine students' specific instructional needs.
 - c) Record on Student Profile Sheet, the assessed needs of students as indicated by the diagnostic procedures.
 - d) Select students with greatest need, preferably those who read two or more years below grade level. The number of students who will be able to participate in Catch Up-Keep Up is determined on the basis that 30 children is a full complement for one reading specialist. Students who are referred by classroom teachers should be diagnosed and accepted into Catch Up-Keep Up using the same standards as described above.
 2. Re: Scheduling Students for Reading Labs or Inservice Instruction of Students
 - a) As a mutual effort the principal and reading specialist will recruit classroom

teacher(s), who have eligible children in their rooms, to allow reading specialists to instruct these children in the teacher's classroom on a regular basis (referred to as inservice instruction of students).

- b) Reading specialists will schedule the instructional time and location (either reading labs or regular classrooms).
- c) Students will be grouped for instruction with common diagnosed needs as closely as possible. Instructional groups shall not exceed six students.

3. Re: Instruction of Students

- a) Identify or develop and prescribe learning activity for each student appropriate to his/her diagnosed needs, and instruct students on this personalized basis.
- b) Students' progress will be monitored continuously by reading specialists and recorded periodically. Student progress records will be available to students, classroom teachers, parents, and school personnel as provided pursuant to state and federal law.
- c) Employ a reading management system (some systematic means of continuous, documented evaluation)

4. Re: Inservice

- a) Reading specialists will devote up to 50% of their time to inservice and the remainder to reading lab instruction.
- b) As a mutual effort, principals and reading specialists will recruit classroom teachers to become involved in inservice with the reading specialists.
- c) Reading specialists will offer inservice activities for teachers, aides, administrators and parents.

I. To demonstrate administrative commitment by the following actions:

- 1) Investment of adequate human, physical, and financial resources.
- 2) Identifying classroom teachers for inservice
- 3) Provision of released time for staff development and inservice on a scheduled basis (for example: summer workshops, half-day work sessions, seminars, etc.)
- 4) Providing or securing funds for travel of Adopter personnel to the Developer-Demonstrator site for training, and travel of Developer-Demonstrator personnel to the Adoption site for consultative help or

training, as may be needed.

- 5) Providing or securing standardized tests and resources for pre-post summative evaluation; maintaining documentation of adoption activities.
- 6) Following all relevant guidelines of ESEA, Title I (if a Title I program)

J. To demonstrate commitment of instructional personnel by the following actions:

- 1) Participation of an adopter team (teachers, administrators, resource persons, etc.) in the Catch Up-Keep Up two-day training workshop at the Developer-Demonstrator site.
- 2) Participation of all implementers in adopter staff development functions on a scheduled basis.
- 3) Conducting (with administrative support) a pre-post summative evaluation of major learner-based objectives.
- 4) Employing the Catch Up-Keep Up Reading Program as detailed in Section H.; and documenting the implementation of the program.
- 5) Utilizing the Catch Up-Keep Up Adoption Progress Report Form as a means of regularly reporting implementation progress, requesting feedback or assistance from the Developer-Demonstrator, etc.

To develop an evaluation plan and conduct evaluation in accordance with possible U.S. Office of Education stipulations which might be expressed through the State Facilitator or the Developer-Demonstrator.

K. To offer participation to non-profit, non-public schools (required by United States Office of Education); and to retain evidence of their intention to participate (letter of acceptance) **or** evidence of their declining the offer (letter of rejection).

L. To provide information to the Developer-Demonstrator relevant to subsequent refinement of teacher-use and learner-use materials.

II. The right to reproduction of Flowing Wells Schools Catch Up-Keep Up copyrighted materials by the adopter, is permitted under the following conditions:

- A. To reproduce INTACT, displaying all Catch Up-Keep Up or Flowing Wells Schools titles, labels, and copyright information, on all the Catch Up-Keep Up reading Materials. This permission is extended only for the nonprofit use of the program with Adopter students

and teachers. Sections will not be lifted out of the context. All materials must be reproduced as is. Nothing contained herein shall prevent quotation from said materials in professional articles and publications so long as the Flowing Wells Catch Up-Keep Up program is acknowledged as the source of such quotation.

III. Contingent upon sufficient Fiscal Year 78-79 funding by the National Diffusion Network, the Developer-Demonstrator agrees to the following:

- A. To provide at a reasonable fee at the Developer-Demonstrator site a training program for Adopter teams composed of teachers, resource persons, administrators, supervisors, facilitators, etc. This staff development activity for Catch Up-Keep Up implementors generally will cover a 2 day time-span. (It is understood that the Developer-Demonstrator **cannot** provide funds for travel, food, and lodging, etc.)
- B. To provide follow-up technical assistance, including
 - 1) Confering by telephone when called (as often as needed).
 - 2) Responding by mail to the Adopter's regular progress report, utilizing the Catch Up-Keep Up Adoption Progress Report Form, and to other requests for assistance (as often as needed).
 - 3) To provide consultative help after the initial training workshop at the Adopter site for up to two visits, contingent upon the availability of sufficient Developer-Demonstrator personnel time, and also upon the payment of travel and living expenses, etc., by the Adopter or State Facilitator. Possible occasions might include Adopter site workshops for Catch Up-Keep Up implementors, an implementation Adopter site visit, and an operational site visit.
- C. To make available for the Adopter's use the following items:
 - 1) The Adoption Progress Report Form, which will be used as a means of continually assessing the degree to which all aspects of the Catch Up-Keep Up adoption are successfully taking place (free—can be reproduced by the Adopter).
 - 2) A general evaluation model which is adaptable to the requirements by USOE of potential Catch Up-Keep Up Adopters.

IV. It is mutually agreed:

- A. That the signatures affixed to this memorandum signify acceptance of the conditions described herein. This acceptance allows this school district to become an official adopter of the validated Catch Up-Keep Up program specified in this document.
- B. That upon acceptance by the undersigned Adopter and Developer-Demonstrator personnel, the period of this agreement will be for a period of one year, beginning on _____ and terminating on _____.
- C. That the Adopter and the Developer-Demonstrator may by joint agreement modify any condition stated above insofar as the modification is consistent with ESEA Title I guidelines, the policies of the Flowing Wells Board of Education.
- D. That upon breach of any of the Adopters agreements contained herein Developer-Demonstrator may rescind its authorization for Adopter to use the Catch Up-Keep Up program and Adopter shall return all materials furnished it by Developer-Demonstrator forthwith.

ESTIMATING COSTS

ANNUAL COSTS	NUMBER	ESTIMATED TOTAL COST
Personnel	_____	_____
Project Director	_____	_____
Reading Specialist(s) (1 per 20-30 students)	_____	_____
Evaluator ₁	_____	_____
Project Secretary ₁	_____	_____
Teacher Aide(s) (1 per 3 reading specialists)	_____	_____
Facilities ₂	_____	_____
Reading Labs (Minimum of 1 large classroom per school served)	_____	_____
Office space for central staff	_____	_____
Professional library/ materials center for project staff (optional)	_____	_____

Materials/
Equipment _____

ADDITIONAL START-UP COSTS

Postage _____
Travel _____

stipends for
training of
administrators,
reading
specialists,
and teacher
aides — approxi-
mately _____ days

Supplementary _____
Materials/
Equipment _____

TOTAL _____

- 1 Depends on local needs or requirements.
- 2 Space and certain materials and equipment may already be available within the district at no extra cost to the project.
- 3 Adopters should estimate approximately _____ days inservice, including travel and per-diem for 2-4 persons

GETTING STARTED

If your district elects to implement Catch Up-Keep Up, many planning tasks will have to be completed before training and instruction begin. The Project Director should carry out initial tasks and subsequent troubleshooting. All management tasks should begin immediately after adoption.

The Project Director:

1. Begins work, secures office space, and familiarizes self with project.
2. Orients personnel of tentatively identified schools and other relevant administrators in the district
3. Arranges with principals to designate space and confirms participating schools.
4. Recruits and interviews prospective teaching staff
5. Surveys furniture, materials, and equipment.
6. Assigns evaluation tasks and develops evaluation design.
7. Orders necessary lab furniture, core materials, and equipment.
8. Compiles available test scores and prepares tentative list of students eligible for the project.
9. Monitors preparation of lab for student instruction.
10. Finalizes staff selection and hiring.

11. Plans start-up training workshop and arranges for consultants, if needed, for the workshop.

12. Conducts start-up workshop for staff.

For Further Information Contact:

James L. Neeley
Coordinator: Dissemination Project
Catch Up-Keep Up
Flowing Wells School District
1444 W. Prince Rd.
Tucson, Arizona 85705
1-(602) 887-1100, Ext. 232

PROJECT Comprehensive School Mathematics Program (CSMP)

TARGET AUDIENCE Approved by JDRP as a sequential mathematics curriculum for students of all abilities, grades K-2. This program has been used in other settings as a K-6 program, with entering sites limited to K-5 participation until completion of sixth-grade entry programs, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION An exciting, complete elementary-level mathematics curriculum from basics to problem solving for students of all ability levels. An underlying assumption of the CSMP curriculum is that children can learn and can enjoy learning much more math than they do now. Unlike most modern programs, the content is presented not as an artificial structure external to the experience of children, but rather as an extension of experiences children have encountered in their development, both at the real-life and fantasy levels. Using a "pedagogy of situations," children are led through sequences of problem-solving experiences presented in game-like and story settings. It is CSMP's strong conviction that mathematics is a unified whole and should be learned as such. Consequently, the content is completely sequenced in spiral form so that each student is brought into contact with each area of content continuously throughout the program while building interlocking experiences of increasing sophistication as the situations become more challenging.

A feature unique to CSMP is the use of three nonverbal languages that give children immediate access to mathematical ideas and methods necessary not only for solving problems, but also for continually expanding their understanding of the mathematical concepts themselves. Through these languages the curriculum acts as a vehicle that engages children immediately and naturally with the content of mathematics and its applications without cumbersome linguistic prerequisites. These languages include: the Language of Strings (brightly colored strings and dots that deal with the fundamentally useful and important mathematical notion of sets); the Language of Arrows (colored arrows between pairs of dots that stimulate thinking about relations between objects); and the Language of the Papy Minicomputer. The minicomputer, a simple abacus that models the positional structure of the numeration system, is used both as a computing device and as motivation for mental arithmetic. Its language can be used to represent all decimal numbers, positive or negative, and encourages creative thinking about the nature and properties of numbers. CSMP is flexible enough to facilitate whole-group, small-group, and personalized instruction, and is appropriate for all children from the "gifted" to the "slow learners." It recognizes the importance of affective as well as cognitive concerns and has been developed and extensively tested in classrooms nationally.

EVIDENCE OF EFFECTIVENESS As measured by Comprehensive Tests of Basic Skills, the Stanford Achievement Test, and others in 1973-77, CSMP students did better than non-CSMP students in relational thinking, estimation, large numbers, fractions, and word problems; show greater enthusiasm and interest in their math program; and learn traditional math skills and concepts as well as or better than students in more traditional programs.

IMPLEMENTATION REQUIREMENTS School system signs cooperative agreement with CSMP and appoints local coordinator who undergoes 3-10 days of training (depending on highest grade level adopted) in

St. Louis during spring or summer prior to first year of implementation. Coordinator trains all teachers new to CSMP before start of school. Smallest adoption unit is one teacher in one classroom. No training charge, but system pays expenses of attending training. Teachers and coordinators are required to buy training kits: K-3, \$10, 4-6, \$10. Optional adopter-site training is available; there is a fee for this service.

FINANCIAL REQUIREMENTS Start-up costs for one teacher and 30 students: kindergarten, \$140; first grade, \$150; second grade, \$200; third grade, \$200; fourth grade, \$220; fifth grade, \$220. Replacement costs for 10 students: kindergarten, \$10; first grade, \$26; second grade, \$34; third grade, \$47; fourth grade, \$47; fifth grade, \$48.

SERVICES AVAILABLE Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs) in June and July (several workshops for particular audiences). Training is also available at adopter site (all expenses must be paid, including trainer's travel plus fee of \$150/day and materials costs of \$10/person). Implementation and follow-up services are available to adopters (costs to be negotiated).

CONTACT Ron Ward, Director; CSMP Developer/Demonstrator Project; 3120 59th St.; St. Louis, MO 63139. (314) 781-2900, ext. 242.

Submission to Joint Dissemination Review Panel

- I Title of Product: Comprehensive School Mathematics Program (CSMP),
K-3 portion of the Elementary Program, specifically:
CSMP Mathematics for Kindergarten and First Grade (K,1)
and CSMP Mathematics for the Upper Primary Grades (2,3)

II Developed by: CSMP, a program of CEMREL Inc.

III & IV Funding: Approximately \$ 3 million, 1966-72 - Office of Education
\$ 5 million, 1972-present - National Institute for Education

V a) Description of Product:

CSMP is in the process of developing a full K-6 mathematics curriculum; the K-3 portion has been completed and each grade level has gone through 2 years of field testing (henceforth denoted "Extended Pilot Test"). It is intended to be available for use by all elementary school students and hence has been developed and tested with classes having a wide variety of ability levels, geographic locations, size and SES of community, and district implementation strategies.

The program at each grade level consists of a complete set of teacher and student materials. Also included are many kinds of supplementary materials and a teacher training component intended for implementation by local personnel.

The content goals of the CSMP program include a development of the standard number systems and their operations interwoven with a two-pronged development of geometry. The CSMP program also includes a strong component of probability, statistics, and combinatorics. Pedagogical devices are exploited providing several non-verbal languages. These languages include:

1. The Language of Strings. This "language" mimics the basic methods of collecting and classifying data relevant to the problems at hand. That is, it deals with the fundamentally useful and important mathematical notion of set.
2. The Language of Arrows. This graphical language models the fundamental process involved in comparing and analyzing sets and operations on them. That is, it deals with the mathematical notions of relations and functions including, but not restricted to, ordering relations and the numerical processes of adding to, subtracting from, multiplying by, and sharing equally among.
3. The Language of the Papy Minicomputer. The Papy Minicomputer, a paper abacus invented by George Papy, models the positional structure of our system of numerical algorithms, including the standard algorithms for the basic numerical operations.

The content is learned through applications utilizing a "pedagogy of situations". These vary from simple story situations in the early primary grades to challenging applications of real world problems in the upper primary grades.

The content is completely sequenced in spiral form so that each student is brought into contact with each area of content continuously throughout the program and through repeated exposures to the content.

V b) Claims of Effectiveness

1. CSMP students are better able than comparable Non-CSMP students to deal with certain mathematical processes, specifically dealing with: relational thinking, estimation, large numbers, fractions, and various word problems and arithmetic processes.
2. CSMP students learn the traditional math skills and concepts at least as well as comparable non-CSMP students.
3. CSMP students show a higher level of enthusiasm and interest in their math program than do comparable students in more traditional programs.

VI Evidence of Effectiveness:¹

General Evaluation Activities

The evidence to be presented has been collected during the first four years (1973-77) of the CSMP Extended Pilot Test. This EPT has been on a grade-by-grade basis as shown in Table 1, below, for grades K-3.

Table 1
Extended Pilot Trials, 1973-77

	73-74	74-75	75-76	76-77
K	First (and only) Year EPT			
1	First Year EPT	Second Year EPT		
2		First Year EPT	Second Year EPT	
3			First Year EPT	Second Year EPT

Thus, information to be presented about second grade materials, for example, will have been collected in 1974-75 and/or 1975-76. Approximately 150 classes began using CSMP in grades K & 1 in the fall of 1973 and there were a total of about 800 classes from grades K-3 in 1976-77.

¹The evidence to be presented in the next section has been generated by the CSMP Evaluation staff which operates independently of the director and staff of CSMP. The leader of this evaluation group reports directly to the President of CEMREL and their activities are monitored by an external Evaluation panel chaired by Dr. Ernest House. A 28-volume Evaluation Report Series describes the complete set of data collected during the past four years (see Table 1)

Comparative Experimental Design for Claims 1 and 2

Many comparative studies have been carried out to investigate student learning with CSMP. The same general experimental design and method of analysis for determining statistical significance was employed with all these studies. For any given grade level, the steps were as follows:

- 1) The cooperating school district decided which teachers in which schools would use CSMP.
- 2) The local coordinators and the CSMP Evaluation staff jointly selected classes to serve as comparison classes, which would study the regular district math curriculum.
- 3) Some kind of general ability test was administered in the fall, or occasionally the following spring, as a covariate.
- 4) Various tests (dependent measures) were administered to all classes, or to samples of students within classes, in May.
- 5) Class mean scores were generated for the covariate and for each of the dependent measures, using only students who were present for both.
- 6) For each dependent measure, an analysis of covariance was performed, using the ability test score to adjust for possible differences in entering ability (or, more technically, to reduce the unpredictable (error) variance in the dependent measure). The class mean was the unit of analysis.

At this point it is worth noting several things about this procedure. First, the CSMP classes are not random samples from the target population. However, those schools who have participated, at one time or another, in these comparative studies are representative, along several dimension, of many school districts, as can be seen in Table 2.

Table 2
School Districts Participating in
Comparative Evaluation Studies

School District	Type of Community	Mean Covariate Percentile Rank, Participating Classes	Estimate Percent of White/Black Students
St. Louis, MO	Urban	40	20/80
Normandy, MO	Suburban	50	40/60
Ferguson-Florissant, MO	"	50	65/35
Ladue, MO	"	75	85/15
Francis Howell, MO	Suburban/Rural	55	80/20
Detroit, MI	Urban	53	30/70
Clarksville, TN	Small City	43	60/40
Portland, MA	" "	63	90/10
Polk County, GA	Small town/ rural	50	60/40

Second, students have not usually been randomly assigned to CSMP and Non-CSMP classes. In most studies at the lower grade levels, students within a school were assigned by the principal to CSMP and Non-CSMP classes so that the classes would be similar. By third grade, it was almost always the case that all students in a given school were studying CSMP and comparison classes were from another school. In general the question of appropriateness of comparison classes was determined by two criteria: the comparison classes had about the same distribution of means on the ability test as the CSMP classes did; and the comparison classes were either from the same or an adjacent school, or else were from a similar SES area, as the CSMP classes. The first criterion could be checked using the ability test scores; the second criterion was a matter of judgment. In only one study was it decided, because of the non-equivalence of CSMP and Non-CSMP classes, to not use this statistical procedure. That study, though favorable to CSMP, is not reported here.

Third, the potential non-equivalence of CSMP versus Non-CSMP teachers cannot be checked as easily as for students. This is less likely to be a factor at second and third grade, where teachers more or less "inherit" their CSMP classes. Nevertheless several procedures have been used at one time or another to explore this issue. Principals of both CSMP and Non-CSMP teachers were asked whether or not the Non-CSMP teacher would have been able to do as good a job with CSMP as the CSMP teacher did (answer: on the whole yes). Non-CSMP teachers were interviewed and observed regarding preference for teaching math, time taken for math instruction, observer/interviewer's judgment of competence (virtually no difference between CSMP and Non-CSMP teachers). Achievement of comparison teachers' classes a year later, when they taught CSMP for the first time was compared with achievement of the original CSMP teachers' classes (the comparison teachers did at least as well).

Fourth, the results at a given grade level should be interpreted as cumulative effects through that grade level; the covariate was selected to be not directly related to previous mathematics achievement. Tests at the end of, say, third grade reflect grades K-3 or 1-3 effects, rather than effects due to only the third grade curriculum.

Fifth, any CSMP classes participating in such a comparative study, were observed at least once and the teacher interviewed however briefly to ensure that CSMP was being implemented at least roughly as intended. Teachers were trained by their own local coordinators in sessions ranging from 1 day to 20 hours (except some teachers in the St. Louis area who were trained in a CSMP workshop).

Data Supporting Claim 1: CSMP students are better able than comparable Non-CSMP students to deal with certain mathematical processes, specifically dealing with: relational thinking, estimation, large numbers, fractions, and certain word problems and arithmetic processes.

Each year during the Extended Pilot Test, a series of tests has been developed by the CSMP Evaluation staff. These tests are not constructed to cover curriculum-specific content; they contain no unusual vocabulary and usually involve problem tasks that are rather unfamiliar to both CSMP and Non-CSMP students. A specially trained tester begins the administration of each scale by conducting what is essentially a standardized teaching session. This session familiarizes the students with task and usually requires 3-5 minutes.

Table 3 summarizes by year/grade level and by pilot site, the data administration of these various tests. The adjusted means and the p-value reported in the table are for total scores comprised of from 3 to 7 individual test scales. The unit of analysis is always the class mean; the number of classes in any given row varies from $2 + 2 = 4$ to $26 + 30 = 56$. If there were less than 6 CSMP and 6 Non-CSMP classes significance tests were not computed. Altogether 5 sites, involving 9 school districts, have participated at one time or another.

Table 3
Summary of Test Data: Total Scores

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Year	Grade Level	Total Test	Number of Scales in Total Test	Group(s) or Individually Administered	Location	Total Number of Classes CSMP/Non-CSMP	Adjusted Means Across Classes ¹		P-Value for Significance
							CSMP	Non-CSMP	
74	1		3	I	Locally Detroit	6/6 2/2	28.2 9.3	26.8* 3.3*	N
75	2	Comparison Test A	3	G	Local	6/6	19.2	18.9	.12
		Comparison Test B	4	G	"	7/7	39.5	37.0	.04
		Comparison Test C	2	I	"	12/12	25.3	25.6	.23
		Comparison Test D	3	I	"	11/11	21.2	19.0	.02
76	2	NAMS A	3	G	Local	8/7	19.9	17.1	.12
					Detroit	3/3	16.0	13.5*	N
					Portland	3/3	23.6	22.4*	N
					Clatsville	3/3	21.8	15.3*	N
					Combined	17/26	20.0	17.4	.04
		NAMS B	3	G	Local	7/6	23.9	20.6	.08
					Detroit	3/3	28.7	18.7*	N
					Portland	3/3	28.1	23.7*	N
					Clatsville	3/3	23.9	22.6*	N
					Combined	16/13	23.3	22.3	.02
77	3	NAMS A	7	G	Local	12/12	34.6	31.3	.01
					Polk Co.	7/6	27.1	24.0	.30
					Portland	6/11	37.3	32.3	.01
					Combined	25/29	33.7	30.3	.01
		NAMS B	7	G	Local	12/12	38.1	33.3	.01
					Polk Co.	8/6	31.1	28.4	.1*
					Portland	6/12	39.3	35.0	.01
					Combined	26/30	36.4	32.9	.01
		Problems I	3	I	Local	9/9	49.4	42.2	N

¹ Except where there is an asterisk; then the raw mean scores are given. This occurs when statistical significance was not calculated for test score because of too few classes or inappropriateness of summing individual scales. In such cases an "N" appears in the next column.

² Only took one of three scales.

CSMP classes had higher mean scores than Non-CSMP classes on every test in Table 3, significantly so in most cases.

As noted previously, the individual scales which comprise the total scores are very different from one another. Hence, although data such as that contained in Table 3 clearly indicates that CSMP classes are better than Non-CSMP at something, that "something" cannot be defined easily in a phrase or a sentence. In order to better interpret the data one must look at individual scales. Many of the 44 individual scales deal with similar kinds of problems. Six groupings of these individual scales have been constructed according to the cognitive process required. The groupings are not completely independent; some scales could easily be placed in a different group than they are here. Also there are some 13 scales which are not represented in any group (even though some produced significant differences). This is because they do not fit any of the 6 established groupings; they are essentially "one of a kind".

Table 4 lists the individual scales which comprise each grouping. The identification of each scale in Table 4 is by year and test number as defined in Table 3 so that the reader can, for each scale, check back and see which sites the data are based on. (Where the data for any given test have been collected from several sites, the figures in Table 4, are always based on the largest possible combined analysis.)

For each scale, the adjusted means for CSMP and Non-CSMP classes are given, along with the p-value obtained for the associated F test, and the total number of classes (CSMP + Non-CSMP) involved in the study. Also given are score totals across groupings. These cannot be analyzed statistically since they come from studies, but they do give rough indices of CSMP-Non-CSMP differences.

Table 4
Summary, By Topics of Comparison Tests

Relational Thinking	Number of Items	Adjusted Means Across Classes		P-Value ¹	Total Number of Classes in Study
		CSMP	Non-CSMP		
74/2 Relations	16	10.9	10.2	.13	12
75/A2 Binary Relations	14	7.9	8.3	.37	12
75/A3 Number Patterns	16	10.1	9.3	*	12
75/A4 Functions	15	6.5	5.7	.10	12
76/A1 Sequences	6	2.9	2.5	.09	33
76/A3 Functions	5	2.0	1.6	.09	33
77/A3 Functions	8	4.2	3.4	*	54
77/B2 Composite Functions	9	6.3	5.3	*	56
Total	89	50.8	46.3		
Estimation					
75/B3 Estimation: Calculation	12	5.2	5.1	.95	14
76/A4 Number Line Estimation	13	4.4	4.1	.23	33
77/A2 Estimation	23	10.5	9.7	*	54
77/B1 2 or 5 or 10	10	6.1	5.7	*	56
Total	58	26.2	24.6		
Large Number Computation					
75/B4 Estimating Largest Number	8	5.3	4.4	*	14
76/A5 Computation I	12	7.0	5.6	*	33
76/B5 Computation II	12	6.9	5.4	*	54
77/A5 Large Number Computation	12	5.9	5.0	*	56
77/I1 Checking Computations	39	20.3	17.4	NA	66 students
Total	83	45.4	37.8		
Arithmetic Processes					
75/B2 Number Puzzles	8	2.7	2.5	.56	14
75/B6 Equation Construction	5	2.7	2.0	*	14
75/B9 Regrouping	15	6.3	6.6	.40	14
76/B4 Number Sentence Pictures	9	5.6	4.5	*	31
77/A7 Hints and Problems	5	3.0	2.7	*	54
77/B4 Circle the Larger	13	8.9	7.9	*	56
77/B5 Missing Digits	8	3.3	3.0	*	56
77/I2 Arithmetic Processes	21	14.9	12.1	NA	66 students
Total	84	47.4	41.3		
Word Problems					
75/B1 Word Problems	14	4.8	4.1	.23	14
76/B3 " "	7	4.3	4.0	.08	31
77/A4 Two Stage Word Problems	5	3.0	2.7	*	54
77/B6 Word Problems (Rounding)	5	2.3	2.1	.14	56
Total	31	14.4	12.9		
Fractions					
75/B5 Showing Fraction	4	1.1	0.9	.18	14
77/B7 Fractions	8	4.0	2.8	*	56
Total	12	5.1	3.7		

¹ * indicates significance at the .05 level. All such differences favored CSMP classes. "NA" means significance was not analyzed since data was aggregated at student, rather than class level.

Data Supporting Claim 2: CSMP students learn the traditional math skills and concepts as well as comparable Non-CSMP students.

Table 5 on the next page summarizes all available standardized test data comparing CSMP and Non-CSMP classes. (The first entries, "Tests of Standard Content", were actually constructed by the CSMP Evaluation Staff in order to get a breakdown of scores by content categories.) As described earlier, significance refers to the Analysis of Covariance F-Test, where some ability score has been used as a covariate and classes are treated as the units of analysis. The entries are adjusted (for covariate) means; most adjustments have been rather small because of the good match of CSMP-Non-CSMP classes.

It can be seen that in 9 out of 11 blocks the CSMP classes had higher mean scores than did the Non-CSMP classes (though actually these 11 blocks represented only 7 completely different groups of students; studies 1, 3 and 8 contained many of the same students; so did studies 4 and 10, and studies 6 and 9.) In only three of these 11 blocks was the difference significant: blocks 3 and 8, containing many of the same classes was significant in favor of CSMP classes and block 11, Polk County, third grade, was significant in favor of Non-CSMP classes in the Concepts and Applications Test only.

On various computation tests, it has been possible to do separate analyses for each computational skill. These are summarized in Table 6 below. The study number refers to numbers of the studies in Table 5. The larger of the CSMP and Non-CSMP mean scores has been circled.

Table 6
Further Breakdown of Computation Scores
Adjusted Means Across Classes

Study Number	Addition			Subtraction			Multiplication			Division		
	CSMP	Non-CSMP	Signifi- cance at .05	CSMP	Non-CSMP	Signifi- cance at .05	CSMP	Non-CSMP	Signifi- cance at .05	CSMP	Non-CSMP	Signifi- cance at .05
1	10.1	9.9		7.4	8.4							
2	9.7	6.6		5.8	5.6							
3	7.8	7.1	✓	7.5	7.0	✓	6.4	6.2				
4	7.7	7.1	✓	6.9	6.8		6.0	5.2				
5	7.3	6.6		6.9	6.7		6.4	5.3				
8	10.2	9.1		9.5	8.6		9.5	9.1		8.1	6.4	
10	10.1	9.1	✓	9.4	8.6		9.6	8.8	✓	7.3	8.7	✓
11	9.7	9.6		8.6	9.2		9.0	8.8		8.4	9.0	

On every set of addition items, and on every set of multiplication items, CSMP classes had higher scores, significantly so in 4 out of the 14 cases. On the sets of subtraction items there tends to be little overall difference, and there is some advantage to the Non-CSMP classes in division (though there is little to go on in this area by the end of the third grade).

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Table 5
Standardized Test Data

Name of Test	Location	Year	Level	Number of Classes: CSMP/Non-CSMP	Total Number of Items	Adjusted Means Across Classes		Significant at 5% level
						CSMP	Non-CSMP	
1. <u>Tests of Standard Content</u>	Local	74	1	16/16				
<u>Computation Subtests</u>					36	21.4	21.0	1 NA
<u>Concepts Subtests</u>					48	32.3	30.6	
2. <u>Tests of Standard Content</u>	Detroit	74	1	8/7				
<u>Computation Subtests</u>					36	18.3	14.6	1 NA
<u>Concepts Subtests</u>					48	30.9	26.5	
3. <u>Comprehensive Tests of Basic Skills</u>	Local	75	2	13/13				
<u>Computation</u>					28	21.6	20.3	✓
<u>Concepts and Applications</u>					25	19.0	18.1	✓
4. <u>CTBS</u>	Local	76	2	15/13				
<u>Computation</u>					28	20.6	19.1	
<u>Concepts and Applications</u>					25	18.3	18.2	
5. <u>CTBS</u>	Clarks- ville	76	2	6/6				
<u>Computation</u>					28	20.5	18.6	
<u>Concepts and Applications</u>					25	18.1	17.5	
6. <u>ETS Cooperative Math</u>	Portland	76	2	6/6				
7. <u>Standard Achievement</u>	Detroit	76	2	6/6				
<u>Computation</u>					PR ²	47.0	52.3	
<u>Concepts</u>					PR ²	43.5	47.7	
8. <u>CTBS</u>	Local	76	3	7/8				
<u>Computation</u>					48	37.2	33.3	✓
<u>Concepts and Applications</u>					50	34.5	30.4	✓
9. <u>ETS Cooperative Math</u>	Portland	77	3	6/12				
10. <u>CTBS</u>	Local	77	3	12/12				
<u>Computation</u>					48	36.1	35.4	
11. <u>CTBS</u>	Polk Co.	77	3	15/13				
<u>Computation</u>					48	35.8	36.8	
<u>Concepts and Applications</u>					50	31.2	33.8	✓

¹Significance tests were not run on total scores, only on the individual subtest. One of the 8 subtests (a Concepts subtest) produced a significant difference in Detroit and it was in favor of CSMP. One of the 8 subtests (a Computation subtest) produced a significant difference locally and it was in favor of CSMP.

²The Stanford Achievement Test (1964) Manual does not give any raw score conversions, hence the scores are percentile ranks. Typically (CTBS, MAT, SAT (1973)) these percentile rank differences

Data Supporting Claim 3: CSMP students show a higher level of enthusiasm and interest in their math program than do comparable students in more traditional programs.

The evidence supporting this claim is based on observation data and on teacher interviews and questionnaires. Each of the entries below briefly summarizes the data from the one or two key items of the instrument which deal with student attitudes. On questionnaire items the rate of return was between 50% and 70%. For the most recent two years, the rate of return from teachers judged to be favorable to CSMP (based on observation, interviews, etc.) has been investigated and found to be approximately the same as for teachers judged to be unfavorable to CSMP. This supports the view that the questionnaire results are not based on a (positively) biased sample of CSMP teachers.

- a) The item below has been included in each end-of-year questionnaire with results as shown in Table 7.

"Compared to previous math programs you have used, student interest and involvement with CSMP is:

Table 7
Responses to Questionnaire Item

Level of Teachers	Year	n	Percent of Responses in Each Category				
			Far Less	Less	About the Same	More	Far More
K,1	73-74	62	0	0	6	21	73
1,2	74-75	158	0	1	6	24	69
2,3	75-76	52	0	0	6	21	54
3	76-77	39	5	16	16	37	32

- b) Using a nine item observation schedule, the 14 CSMP first grade classes in the St. Louis area were observed a total of 56 times. "Child reaction scores varied, but most class ratings ranged from moderate to high on level of student attentiveness and involvement with lesson. On part C of the (observation) form, which measured child reactions, the mean score across classes was 2.6 out of a possible 4 where a score of 2 was moderately favorable". (from Evaluation Report 1-C-2)
- c) The 13 first grade teachers in the St. Louis area, who in 1974-75 were completing their second year of teaching CSMP, were asked as part of an extended interview, what their students' attitudes towards CSMP were. All 13 teachers said their students liked CSMP; seven of the teachers volunteered comparative statements with other programs and all were favorable to CSMP.
- d) All first and second grade teachers were asked, in the spring of 1975, on a free-response item, in what way students' attitudes toward CSMP were different than toward a traditional program. 94% of the responses were classified as "favorable to CSMP".
- e) The 18 second grade CSMP teachers in the ST. Louis area in 1974-75 were asked, as part of an extended interview, how well their students like CSMP compared with other programs. All 18 teachers felt their students liked CSMP better.

- f) All second and third grade CSMP teachers in 1975-76 were asked to rate student attitude toward math for CSMP compared to other math curricula for various kinds of students. Responses were classified as positive ("better" or "much better"), neutral ("about the same"), or negative ("worse" or "much worse"). Responses are shown below.

Percent of Teacher Responses which were:	By Ability Level			Students Who Work Best:		
	Above Average Students	Average Students	Below Average Students	On Their Own	With Some Guidance	Under Close Supervision
Positive	86	78	58	81	69	49
Neutral	14	22	40	19	31	46
Negative	0	0	2	0	0	5

Cost Information Per Learner

The cost figures below are based on limited-run production intended to satisfy the needs of the Extended Pilot Test. Eventual publisher costs cannot be accurately predicted.

	Installation Non-recurring Costs	Subsequent Years (Recurring Costs)
Staff Training	*	—
Special Facilities	None	—
Equipment	None	—
Consumables	\$2.50 - \$6.00 **	\$1.50 - \$5.40 **
Other Costs		

* Teacher training varies from 8 hours (Kindergarten) to 20 hours (third grade). Training of teachers to be carried out by district curriculum coordinators who are trained by CSMP at no cost.

** Range of costs for grades K-3

INTENDED POPULATION

CSMP was designed for the widest possible usage by students of all ability levels within the heterogeneous classroom. Yet, it has also been successfully adapted to many specialized audiences: gifted students, compensatory education groups, bilingual populations, etc. Indeed, there has even been successful experimentation among EMR and TMR classes.

GIFTED CHILDREN

CSMP is being effectively used as the entire math curriculum in some homogeneously-grouped classes. In others, special sequences of lessons are employed in pull out situations.

The curriculum is successful with these children because it:

- Includes math areas not commonly available
- Creatively uses hand-held calculators
- Extends and unifies topics
- Emphasizes understanding and meaning of concepts
- Provides for discovery learning
- Employs "genuine" problem solving
- Develops process skills
- Teaches expanded basics
- Pays attention to the affective domain
- Individualizes through differentiated materials
- Encourages insightful learning



LOW ACHIEVERS

In 1978 CSMP was classified as a "Title I Eligible" program and participated in all of the Regional Title I "Transferring Success" Conferences. The curriculum works with compensatory education groups because CSMP:

- Is activity-oriented
- Emphasizes concrete, pictorial levels/simulations
- Supports computation with the Papy Minicomputer
- Minimizes poor reading effects non-verbally
- Motivates reading through storybooks
- Provides small group opportunities
- Builds in continual review and reinforcement
- Deals with frequent absences spirally
- Encourages success with open-ended situations
- Satisfies non-numerical aptitudes
- Develops self-concept through a holistic approach
- Personalizes instruction
- Allows non-incremental learning
- Utilizes self-generated drill
- Incorporates game situations within lessons
- Makes non-trivial math accessible
- Ameliorates experiential weaknesses
- Offers non-directive "math play therapy"

URBAN SETTINGS

CSMP has been successfully implemented in several very large inner-city systems because it satisfies the criteria identified by research as necessary for such an adoption. CSMP:

- Inservices heterogeneous-classroom teachers
- Requires less reading skill
- Facilitates whole-class instruction
- Maintains a non-evaluative environment
- Increases staff expectations of students
- Involves students in learning
- Uses natural language
- Humanizes the learning environment
- Makes success experiences likely
- Builds in relevancy through situational pedagogy
- Motivates reluctant learners
- Provides long-term computational support

BILINGUAL STUDENTS

English-speaking students, regardless of native tongue, can learn CSMP math because of the non-verbal languages it employs. Additionally, for the growing Spanish-speaking community, there will be a Spanish translation for grades K-3 available in September 1982.

PROJECT Computer-Assisted-Diagnostic-Prescriptive Program in Reading and Mathematics (CADPP)

TARGET AUDIENCE Approved by JDRP as a reading program for grades 3-9 and as a math program for grades 3-7.

DESCRIPTION A diagnostic/prescriptive pull-out program utilizing resource labs and computer assistance to prepare remedial reading and remedial mathematics educational plans and weekly prescriptions. CADPP was developed as a response to the SRA test scores of Buckingham County Public Schools' educationally disadvantaged students which showed an annually increasing gap between normal expected growth and actual growth. The resulting resource laboratory program combined with a computerized information retrieval system allows for accurate diagnosis of a child's needs in reading comprehension and computation and provides the teacher with prescriptions (materials and methods) that help in teaching to those needs.

A locally developed battery of standardized criterion-referenced tests is used for diagnosis and evaluation. The computer system prescribes learning activities based on individual achievement levels, learning modalities, and interests; channels students to the learning centers; tracks progress to ensure that prescriptions are not repeated; and maintains continuous progress reports for the students, teachers, and parents.

EVIDENCE OF EFFECTIVENESS Three-year fall-to-fall testing (1976-78) with the Science Research Associates Achievement Series documented positive trends through standard score gains. Grade 3 students showed the highest gains in reading, with 23 NCEs; grades 6 and 7 evidenced 8 NCEs. Gains in math ranged between 22 NCEs for grades 4 and 5 and 6 NCEs for grade 3. Overall, the gap between scores of participating and nonparticipating students was narrowed.

IMPLEMENTATION REQUIREMENTS CADPP can be adopted by a single classroom unit or by several units. Extensive staff development and training in criterion-referenced design and development, instructional management systems, performance/process evaluation, monitoring, and individualized instruction via the learning station approach to management are required.

FINANCIAL REQUIREMENTS A fee of \$500 is charged for the CADPP software. Optional CADPP criterion-referenced tests are available at \$3 per test booklet (nonconsumable); however, if adopters do not use CADPP diagnostic tests, they must have access to diagnostic test results.

SERVICES AVAILABLE Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

CONTACT Debra J. Glowinski, Federal Programs Director; Title I Office, Box 292; Dillwyn, VA 23936. (804) 983-2714 or -2863.

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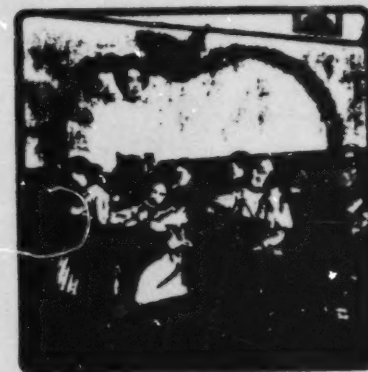
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INTRODUCTION

CADPP: Computer Assisted Diagnostic Prescriptive Program in Reading and Mathematics JDRP Validation: June 1979

Lack of finances, rural settings and unavailable computer facilities should not be a deterrent to your interest in this program. For the price of a teacher aide, the computer can serve you.



Computer technology has greatly enhanced the progress of this nation, so why not demand that it assist instruction. CADPP is the only ESEA Title I Computer Assisted Diagnostic Prescriptive Program in reading comprehension and mathematical computational skills development, approved and operating in the National Diffusion Network. The program serves the primary through junior high levels.

The CADPP operates in a resource laboratory and utilizes a locally developed standardized criterion-referenced test battery for diagnosis and evaluation purposes. The computerized information retrieval system:

1. prescribes learning activities for students based on individual achievement levels, learning modalities and special interests.
2. channels students to learning centers for teaching and reinforcing skill needs.
3. tracks individual progress to insure that prescriptions are not repetitive.
4. maintains continuous progress reports for students, teachers and parents.

The program was developed in Buckingham County Schools, Virginia to allow for a usable and accurate means of determining (diagnosing) a child's needs in basic reading comprehension and computational skills, and to provide the teacher with materials and methods (prescriptions) to assist in teaching to the documented needs.

CADPP KEY ELEMENTS

The key elements of the CADPP include: (1) a series of Criterion Referenced Tests, (2) Personalized Educational Plans, (3) Computer software, (4) Computerized prescriptions, and (5) Learning stations. The CADPP elements can be organized to serve students from the primary to the junior high school level. The teachers and staff of the Buckingham County Public Schools have developed, field tested and implemented the elements of the CADPP since 1975.

CADPP Element 1: Diagnostic/Evaluative Criterion Referenced Tests.

The CRT series was developed to allow for a usable and accurate means of determining (diagnosing) a student's needs in basic reading and mathematics skills. The CRT results inform teachers of skill areas that are deficient for each ESEA Title I pupil. This information is used to develop personalized educational plans for individual students. Profiles are used to record those skills mastered and those skills still in need of additional instruction, as documented by the CRT.

The CRT series is:

- correlated with .60 and better to a nationally recognized test of achievement (SRA) so that data received is valid for program evaluation and comparison of the project to achievement of national norms.
- diagnostic in nature and therefore lends itself to providing necessary data to develop a truly individualized instructional program for participating students.
- standardized and has test-retest reliabilities ranging from .84 to .97.
- organized by readability levels utilizing the readability formula developed by Edward Fry (Rutgers University Reading Center).

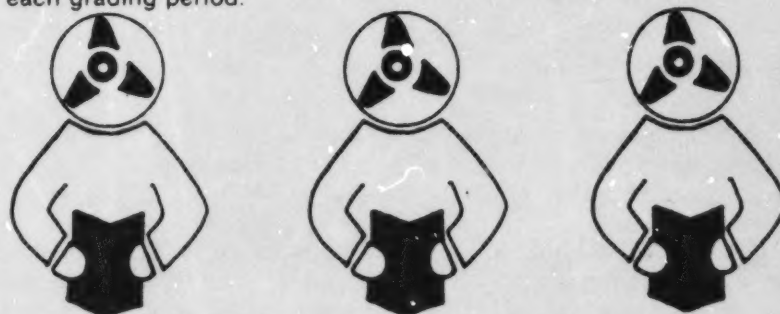
The CRT series are non-consumable and can be machine-scored or hand-scored. A CADPP test manual is available which describes the standardization of the tests, administration procedures, grade estimate scores, guidelines for interpretation, and teacher suggestions. CRTs available include:

Reading	Grade	Mathematics	Grade
Comprehension II	2-3	Concepts II	2-3
Comprehension III	4-6	Concepts III	4-6
Comprehension IV	7	Computation II	2-3
Comprehension V	8	Computation III	4-6
Comprehension VI	9		
Related Skills II	2-3		
Related Skills III	4-6		
Phonics II	2-3		

CADPP Element 2: Personalized Educational Plan

For each student in the CADPP a Personalized Educational Plan (PEP) is developed and designed based upon CRT diagnostic data collected upon entry into the program. The PEP is developed by the ESEA Title I teacher in cooperation with the regular classroom teacher. The PEP is reviewed by the ESEA Title I teacher with the parent.

Incorporated in the PEP is the documentation of the basic skills needs of the ESEA Title I student, and those selected teaching strategies (prescriptions) utilized to address these deficiencies. The student's progress is continuously updated in the PEP and is reviewed each grading period.



CADPP Element 3: CADP Computer Requirements

Since 1975-76, the CADPP has utilized a variety of computers which include:

IBM
NCR
Inter Data

Currently the CADO System 20/IV, a multiple terminal and tasking computer for small businesses, is being utilized. The CADPP software programs are also available for the Apple II system.

Minimum Implementation Requirements

Rapid implementation is possible as the system is programmed in ANS/68 COBOL and can easily be converted to ANS/74.

The Prescriptive Program requires a minimum of the following hardware which may vary with vendor:

- 32K Memory
- 5 Megabites of disc storage
- 132 Line Printer
- 80 Column Card Reader

CADPP computer software, written in ANS/68 Cobol, is available in 9-channel tape, disk and hard copy.

CADPP Element 4: Computer Prescriptions

The weekly prepared prescription is a listing of those activities and materials which are suggested to be utilized to reinforce learning in those skill need areas by the individual student.

A prescription serves as a directive to guide student activities and assists the teacher in a quick, efficient means of channeling students to learning stations.

These prescriptions can be housed in library card pockets, envelopes, milk cartons, bottled-drink crates, or other means suitable to individual teacher preference. They are received by pupils upon entry into the room and are returned upon exit from the room.

SAMPLE COMPUTER PRESCRIPTION

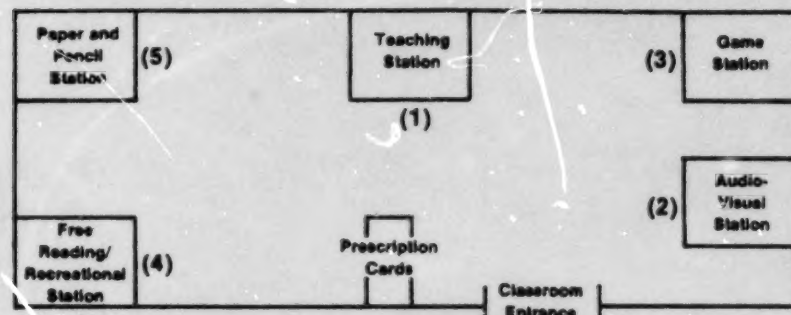
BUCKINGHAM COUNTY ESEA TITLE ONE
COMPUTER ASSISTED INSTRUCTIONAL PRESCRIPTION SYSTEM

skill #	STUDENT PRESCRIPTION REPORT FOR THE WEEK STARTING 15 OCTOBER 1979		teacher #
	THIS REPORT IS FOR: 5245 DILLON ANGELA	student #	TEACHER: 05
	031601 -- MAIN IDEAS OF READING PASSAGES		
5	LAUNCH 11	40 MIN (003)	
5	CRL C 44 P 19	20 MIN (004)	
2 02	IMPERIAL UNIT 1 LES 3	30 MIN (054)	
2 34	CHECK AVK - UN A	30 MIN (102)	
4	SUPER BOOKS NO	10 MIN (059)	
5	BL MAIN IDEA UNIT 1-5	30 MIN (017)	
5	BL MAIN IDEA UNIT 6-10	30 MIN (018)	
	031701 -- CONCLUSIONS FROM READING PASSAGES		
1	TEACHER MADE ACTIVITIES	30 MIN (001)	
5	BL DRAW CO C UNIT 11-15	30 MIN (034)	
5	BL DRAW CO C UNIT 16-20	30 MIN (035)	
5	WHERE ITS P 33 W 19	15 MIN (016)	
3	I SPY	30 MIN (061)	
4	COSMIC CO C UNIT 3	40 MIN (044)	
	031801 -- SEQUENCE OF EVENTS IN READING PASSAGES		
5	LANG PAT USE 33 P 15-16	20 MIN (002)	
2 02	IMPERIAL UNIT 1 LES 4	40 MIN (011)	
2 02	IMPERIAL UNIT 1 LES 8	40 MIN (018)	
5	CRL B 21 P 1	10 MIN (051)	
4	KIDS STUFF P 38-40	15 MIN (103)	
3	1 FUN N GAMES SET 2	20 MIN (039)	
	031801 -- DETAILS OF READING PASSAGES		
1	TEACHER MADE ACTIVITIES	30 MIN (001)	
2 02	IMPERIAL UNIT 2 LES 1	25 MIN (006)	
2 02	IMPERIAL UNIT 2 LES 2	25 MIN (007)	
4	SCOTT FORDS SET 6 P 31, 33, 34	15 MIN (065)	
5	CRL B 21 P 1	40 MIN (011)	
3	3 FUN N GAMES SET 4	30 MIN (052)	
	type of equipment needed	approximate time of activity	activity #
learning station #			

CADPP Element 5: Learning Stations

Learning stations are designated areas of the classroom which contain instructional activities according to a modality or technique.

Most classrooms can be organized and arranged in a manner suitable to cope with a variety of student needs. The following diagram suggests one arrangement of classroom space into Learning Stations. Station 1 is used to introduce a skill; the remaining stations are designed to reinforce skills or provide drill and practice.



At the entrance into the classroom, prescription cards should be readily available for students to locate their activities for the day (activities can be prescribed daily or weekly). The following stations are among those most commonly utilized:

- Teaching Station** — provides an area for the introduction of new skills and concepts. A chalkboard for teacher assistance should be available. This station should be centrally located to permit the teacher access to other stations. Students working at this station will have a new skill introduced by the teacher.
- Audio-Visual Station** — all materials requiring records, tapes, head-sets, filmstrips, film loops, phono-viewers, etc. are in this station.
- Game Station** — published or teacher-made games, such as Word-Bingo, Scrabble, Scribbags, Monopoly, etc., are located in this station.
- Free Reading Station or Recreational** — serves as an area for the student to select material for their own purposes such as newspapers, magazines, comic books, paperback readers, etc. This station can be used as a reward for previous performance.
- Paper and Pencil Station** — is a quiet area for activities requiring paper and pencil. Formative tests, teacher-made tests, ditto sheets, drill and workbook activities, creative writing, paper and pencil activities are appropriate for this station.

Historically in the Buckingham County Public Schools, educationally disadvantaged students displayed a regression in their SRA test scores, with an increasing annual gap between normal expected growth and actual growth. Since the inception of the CADPP Program in 1975-76, the SRA Achievement data for ESEA Title I students has indicated a positive trend of growth in terms of NCE scores. The CADPP Program utilizes the ESEA Title I A-Z Model for evaluation, which permits pre-testing with a norm-referenced test (SRA) and a CRT (CADPP), requiring only CRT (CADPP) post-testing, if the CRT correlates with the SRA at .60 or better. All data are reported in terms of NCE scores (normal curve equivalents) for comparative purposes.

NCE Gains for the CADPP Program 1978-80 are:

Reading Comprehension

Computation

Grade	1978	1979	1980		1978	1979	1980
2	15	10	11		10	10	15
3	11	21	15		7	3	13
4	9	19	15		6	5	15
5	9	8	13		7	6	12
6	8	10	9		11	7	17
7	8	9	23		11	12	10
8	7	7	8		6	5	16
9	7	4	9		5	4	11

The CADPP Program was JDRP validated in June 1979 on data collected from 1975-78 which indicate a positive trend in NCE scores.



CADPP ADOPTION AGREEMENT

Adopting School System: _____

To become a CADPP adoption site, the above named school system agrees to:

1. Commit to the CADPP management system and philosophy of individualized instruction.
2. Allow a minimum of 5 days for adopter teachers to code LEA materials and write prescriptions, based on their available materials.
3. Organize a pull-out program or a self-contained resource room, staffed with a certified teacher.
4. Pre and post test students utilizing the CADPP criterion-referenced test (or CADPP approved test) and provide the CADPP Evaluator with raw scores by test level, student, teacher, and school.
5. Install and implement the management system of the CADPP, utilizing the CADPP software.
6. Maintain personalized educational plans on all participating students.
7. Submit quarterly teacher monitoring reports to the CADPP Evaluator.
8. Incorporate and utilize the CADPP design for evaluation.

The CADPP design, as approved by the Joint Dissemination Review Panel in June of 1979, includes: utilization of fall testing with a norm-referenced test and CADPP criterion-referenced test; and spring testing with the CADPP criterion-referenced test (model A-2); raw scores are obtained from all testing, and a one tailed test of significance at the .05 level of confidence is utilized. Test data indicates significant increases at the .05 level for all grades in both reading and mathematics, and conversions are made to obtain z-scores and NCE's (normal curve equivalents) to also display a trend of annual improvement.

In return of adoption, the CADPP agrees to:

1. Provide a 2-day training session with adopting personnel in regards to core components and proper installation, with travel/per diem costs only charged adopter.
2. Provide all necessary materials at cost.
3. Be available, at travel/per diem costs only being charged adopter, to conduct a mid-year or early fall education audit visit to insure that core components are in place and the installation is of high quality.
4. Organize and analyze evaluation/monitoring reports in a format to be submitted to the adopter and NDN.
5. Offer consultative services to adopters in any areas of concern, with reimbursement requested for travel/per diem only.
6. Be available for phone consultation at any time.

CADPP 1980-81 ADOPTIONS

The school systems listed below have adopted the CADPP Program. Currently 167 teachers and 3,576 students are participating in the Computer Assisted Diagnostic Prescriptive Program in Reading and Mathematics.

School System/Contact	Teachers	Students
Mr. H. Dean Aiken Office of Federal Programs Box 467 Clarkesville, Georgia 30523 (404) 754-9233	8	690
Mr. William Atchison 213 West Washington Street Paris, Tennessee 38242 (901) 642-3101	15	600
Mr. Clyde Turner Jemez Springs Schools Canyon Route Box 4-A Jemez Pueblo, New Mexico 87024 (505) 834-7394	3	118
Mr. Dan Shaver 327 River Drive Webster Springs, West Virginia 26288 (304) 847-5638	15	395
Dr. James Jenkins P.O. Drawer 622 Winnsboro, South Carolina 29180 (803) 635-4607	15	600
Mr. Al Strickland Lufkin Independent School District 810 South Raguet Street Lufkin, Texas 75901 (713) 639-3121	100	600
Mr. Fred Appleman Missoula Area Department of Education Missoula, Montana 59801 (406) 721-5700	2	23
Jebra Glowinski* CADPP Developer Demonstrator Buckingham County Schools P.O. Box 292 Dillwyn, Virginia 23936 (804) 983-2714	9	550

COST CONCERNING ADOPTING OF CADPP

Consultant Cost — consultant fees are not accepted by any CADPP staff member; travel and per diem costs only are requested for reimbursement.

Materials Cost	
CADPP computer software, written in ANS/68 Cobol, available in 9-channel tape, disk, and hard copy	500.00
Criterion-Referenced Test Series	
Test Level I (Kindergarten and First Grade Reading & Math) Manual	25.00 each
Phonics Level II (Grades 2-3)	3.00 each
Related Skills Level II (Grades 2-3)	3.00 each
Related Skills Level III (Grades 4-6)	3.00 each
Comprehension Level II (Grades 2-3)	3.00 each
Comprehension Level III (Grades 4-6)	3.00 each
Comprehension Level IV (Grade 7)	3.00 each
Comprehension Level V (Grade 8)	3.00 each
Comprehension Level VI (Grade 9)	3.00 each
Concepts and Computation Skills Level II (Grades 2-3)	3.00 each
Concepts Level III (Grades 4-6)	3.00 each
Computation Level III (Grades 4-6)	3.00 each
Note — the number of students to be tested should be considered in ordering test; in addition, tests are nonconsumable, and therefore a one-time expense.	
Criterion-Referenced Test Teacher's Manual	5.00 each
Criterion-Referenced Test Answer Keys (appropriate only for levels IV-VI)	1.00 each
*Instructional Management System Manual in Reading	45.00
*Instructional Management System Manual in Mathematics	45.00
CADPP Training Packet (contains all necessary materials for teachers and/or staff to participate in training)	3.00 each
(Shipping fee of 10% is added to all orders, excluding the computer software)	

Included in the Adoption Agreement, the CADPP staff will conduct an on-site 2-day training session for adopters with training to include installation of testing program, management approach, and coding techniques. The CADPP staff will assist the adopting school division to provide a second 2 days of monitoring and/or re-training for travel, per diem cost only, as scheduled by the adopter and CADPP.

*Materials may be helpful to the adopter for implementation of the CADPP; however, they are not required.

PROJECT Dayton Direct Instruction Follow Through Resource Center

DESCRIPTORS Arithmetic, Kindergarten, Language Arts, Primary Education, Reading

TARGET AUDIENCE Approved by JDRP for K-3.

DESCRIPTION A program emphasizing small-group face-to-face instruction by teachers and aides using carefully sequenced lessons to achieve proficiency in reading, math, language. The Dayton Follow Through Program attributes its success to: a system of carefully sequenced skills in reading, math, and language programmed for teacher use; highly specific teacher training; and careful monitoring of student progress. A positive-reinforcement management system is employed.

Teaching is by direct programmed instruction consisting of a fast-moving series of programmed questions and answers. This involves frequent verbal responses by the children, and requires basic teaching techniques to hold children's attention. The following represents a basic teaching sequence: teacher presents a task from a developed manual, using specified questions; children respond verbally; teacher evaluates their answers, reinforcing good responses; teacher uses a specified procedure to correct wrong answers; all tasks in a lesson are completed, following steps 1 to 4; children are given take-home materials related to the lesson, which are later reviewed in class.

Another aspect of the program is active parent involvement -- as members of the Parent Advisory Council; as participants in classes, in which they are taught how to teach their children using the program instructional model; and as classroom volunteers or paid paraprofessionals.

EVIDENCE OF EFFECTIVENESS Testing of low-income children in the first cohort of participants (1968-71) with the Stanford-Binet showed significant gains. Testing in subsequent years using the Multiple Access Test showed significant growth in math, language, and spelling, while results of the Wide-Range Achievement Test showed gains meeting or exceeding national norms in all areas. In 1976, the IARS Responsibility for Failure and Responsibility for Success showed positive affects for project participants.

IMPLEMENTATION REQUIREMENTS The decision to adopt the Dayton Follow Through Program should be jointly shared by administrators, teachers, and parents. Program implementation can begin immediately after training. The program is adaptable for pre-kindergarten through third grade. Paraprofessional or volunteer assistance is strongly suggested.

FINANCIAL REQUIREMENTS Assuming 30 students per class, per-pupil costs, by subject area and grade level, for initiation and maintenance (maintenance cost in parentheses): Reading I, \$14.02 (\$5.35); Reading II, \$16.82 (\$5.35); Reading III, \$27.12 (\$7.40); Language I, \$8.52 (\$3.55); Language II, \$9.27 (\$4.30); Language III, \$14.40 (\$5.25); Math I and Math II, \$10.32 (\$5.35). If two or more programs are used, the cost of a paraprofessional should be added. Prices subject to change.

SERVICES AVAILABLE A Follow Through Resource Center. General descriptive materials available free. Multimedia materials (films, videotapes, cassettes, and printed information) are also available. Visitors welcome by appointment. On- and off-site one-day awareness sessions and three-day training sessions (including program orientation, introduction to curriculum materials, and laboratory experiences) are offered to teachers, paraprofessionals, supervisors, and administrators. Project staff will provide training and monitoring services averaging one day per month at no cost to adopter site.

CONTACT Willetta C. Weatherford, Director, or Laura M. Lansdown, Coordinator;
Dayton Follow Through Resource Center; 3410 Hoover Avenue; Dayton,
Ohio 45407. (513) 268-1641.



DAYTON DIRECT INSTRUCTION FOLLOW THROUGH PROGRAM
Dayton Public Schools
3410 Hoover Avenue Dayton, Ohio 45407
513/268-1641

ORIGIN: The Dayton Direct Instruction Follow Through Resource Center emerged in October of 1977 as the outgrowth of an outstanding educational program. The DAYTON FOLLOW THROUGH program, a federally funded sequel of Project Head Start, had been achieving enormous strides in three Dayton public elementary schools for ten years. Many children in the program were for the first time reading at or close to grade level and were achieving standardized test scores approaching and exceeding national norms in reading, Math, language and spelling. Educators and parents saw the program working and wanted it to continue.

When funding for publicizing exemplary programs was allocated in June, 1977, Dayton program officials and parents applied for the additional funding and appeared before a review panel from the United States Office of Education. Evidence of program success convinced the panel that Dayton Follow Through was an outstanding program, and Dayton was chosen to become a national center for demonstrating its program to educators throughout the country.

SETTINGS: Dayton, Ohio is centrally located and easily accessible to most regions of the nation. Located in southwest Ohio, interstate routes 71, 70 and 75 enter or ring the city. It is also served by United, TWA, American, Delta, Northwest, US Air and Eastern Airlines. There are ample hotel and motel facilities within ten minutes driving distance of the Resource Center schools.

FACILITIES: The classrooms that are a part of the Resource Center are located in two school buildings, Louise Troy and Edison. These schools have already been remodeled to accommodate the Follow Through program design. Many people have visited these classrooms during the past several years and visitors are always welcomed.

PROGRAM: A K-3 basic skills program in Reading, Math and Language adaptable for use to the range of low performing through the accelerated classes of students. The program is recommended as ideally suitable for urban, rural and suburban communities and has specific application to special education and/or learning disabilities. Direct Instruction programs are also successful for Title I and other remedial "pull out" instructional situations.

The Dayton Direct Instruction Follow Through program emphasizes small group face-to-face instruction by teachers and paraprofessionals using carefully sequenced lessons in reading, math, and language. Each group takes approximately 30 minutes to teach. Carefully sequenced skills in reading, math and language programmed for teacher use; highly specific teacher training; and careful monitoring of student progress are program characteristics. Teaching is by direct programmed instruction consisting of a fast moving series of programmed facts and questions requiring frequent verbal responses by children. The basic teaching sequence includes:

- 1) Teacher presents a task from a developed manual using specified questions.
- 2) Children respond verbally.
- 3) Teacher evaluates their answers, reinforcing good responses.
- 4) Teacher uses a specified procedure to correct wrong answers.
- 5) All tasks in a lesson are completed, following steps 1 to 4.
- 6) Children are given take-home materials related to the lesson which are later reviewed in class.

No specific equipment is required for program implementation. Basic instructional materials are published under the DISTAR trade name. Supplemental materials are teacher designed or adaptation of commercial materials.

STAFFING REQUIREMENTS: One, two or all three of the Direct Instruction programs may be used. No additional staff will be required in the following situations.

- 1) Resource room and Special Education teachers elect to use one or more Direct Instruction programs with one or more existing groups of children.
- 2) Regular classroom teachers elect to use one Direct Instruction program dividing their entire class into small groups
- 3) Regular classroom teachers elect to use one or more Direct Instruction programs with their low-performing group or groups.

In classrooms where Direct Instruction is to be used more extensively than in either situation 2 or situation 3, a paraprofessional aide will probably be required, or a team teaching arrangement will need to be made.

FINANCIAL REQUIREMENTS: Averaging 30 students per class, per pupil cost per subject area and grade level are given with initial cost first, maintenance cost second. If two or more programs are used, the cost of a paraprofessional should be added, Reading I, \$14.02 (5.35); Reading II, \$16.82 (5.35); Reading III, \$27.12 (7.40) or Language II, \$9.27 (4.30); Language III, \$14.40 (5.25) Science Research Associates, 259 East Erie Street, Chicago, Illinois 60511. Prices are subject to change.

RESOURCE CENTER: The major objectives of the Center are to:

- 1) demonstrate the Follow Through program to potential adopters
- 2) serve as a dissemination unit for the local Follow Through Program
- 3) create conditions for successful adoption of our program in other areas
- 4) provide training and technical assistance to adopters.

The Resource Center has the ability and responsibility to provide indepth training in how to administer, supervise, implement and to evaluate program impact. As a Developer/ Demonstrator in the National Diffusion Network, training is offered at the Resource Center or the local school district at no cost.

In these training sessions, teachers learn to use Direct Instruction teaching formats efficiently, to correct mistakes effectively, to manage children by using positive reinforcement, and to pace tasks quickly enough to keep the children's attention. They gain the ability to successfully integrate critical teaching behaviors so that when a lesson is finished, all children have solidly acquired all the skills taught and can demonstrate their mastery.

On-going follow up support service is determined by need for approximately 1 day per month. These services along with training are provided without charge to the adopting site.

Filmstrips and video-tapes are available on a loan basis. They cover the teaching strategies and demonstration of classroom activities.

For further information contact:

Laura M. Lansdown, Coordinator
Follow Through Resource Center
3410 Hoover Avenue, Room 301
Dayton, Ohio 45407 - 513/268-1641

OR

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Wilietta Weatherford, Director
Follow Through Program
4280 North Western Avenue
Dayton, Ohio 45427 - 513/461-3850, Ext. 6

DAYTON DIRECT INSTRUCTION FOLLOW THROUGH RESOURCE CENTER

CONTINUOUS TESTING TIPS FOR TEACHERS



WILLETTA WEATHERFORD, Director
Follow Through Program

LAURA LANSDOWN, Coordinator
Resource Center

JOHN MAXWELL, Superintendent
Dayton Public Schools
3410 Hoover Avenue

513-268-1641

INTRODUCTION

An integral part of the Dayton Direct Instruction Follow Through Program is the use of Continuous Progress Tests. Being criterion-referenced in nature, this testing program provides specific information for: 1) Identifying skills that are weak; 2) placing students in appropriate instructional groups; 3) advancement and skipping of students within the program; and 4) to provide for specific remediation assignments for individuals and groups.

It should be stressed to teachers that the Continuous Progress Tests are invaluable tools to let teachers know how well their children are progressing through the program. The purpose of the test is to insure that the children have the skills that will allow them to successfully move forward in the program.

Test data obtained also helps to evaluate any impact on student performance as a result of the adoption of the Direct Instruction Program as required by the United States Office of Education.

CONTINUOUS TESTING TIPS FOR THE TEACHER

Evaluating the Performance of the Group

If the group failed an item or items (as indicated by the column summaries), the teaching procedures for items similar to the one on the test are probably weak. The implication is that you should examine your teaching behavior and try to identify why the teaching is weak.

- * Are the children being led?
- * Are you getting enough feedback on individuals through individual turns?
- * Do you repeat tasks until the group is firm when you teach the group?
- * Are you making sure that the children can perform on all take-home activities without making many mistakes?
- * Do children who make many errors on tasks, including take-home tasks, repeat the weak tasks until they can perform without error?

If an individual or individuals failed the section of the test (see low summaries), they may either be placed in the wrong group, or you may have to present tasks to the group with a harder criterion of performance. You may have to gear your presentation to the lower performers.

- * First try to firm those children within the original group. Seat them so that you can observe their responses during group tasks. Present individual turns to them to make sure that they are firm (and that they know you expect them to be firm). Try to provide some reinforcement for the members of the group who work hard, and note whether this procedure improves the performance of the individual child who failed the section of the test.
- * If a child performs poorly because of extensive absences, it may be possible for that child to work in two instructional groups for awhile--the child's regular group and a lower-performing group. If this procedure is not possible, keep the child in the regular group and try to provide the additional repetition required to firm the child as you teach the group.
- * If it becomes apparent that the other children in the instructional group are penalized as you work with an individual child, that child should be removed from the group, if possible, and placed in a group that is performing at the child's level and rate.

- * If the other children in a group are firm after you present a task once or twice but one individual is consistently not firm and requires additional repetition, the child probably does not belong in the group.

There will be situations that are difficult, particularly when a child is in the lowest group and enters late or is absent a great deal of the time. There is no graceful way to handle this child unless there is another group in which the child can be placed. If the child must remain in his original group, however, you have no choice but to teach to the other children in the group and try to provide some catch-up work for this child outside of the regular group lessons. Note: You cannot sacrifice the performance of the other members of the group for this child. If there are five children in the group, and if four of them can progress at a rate that is faster than the fifth, you must work with these four and make sure that they are taught as rapidly and efficiently as possible. The fifth child, unfortunately, cannot be adequately firm in this group.

Remedial Assignments for the Group

If the group failed one or more items on a section of the test, do not proceed in the Reading Program until you have completed the remedial assignment for the group.

If the instructional group that failed one or more items is scheduled to do lesson 45 on the day that you receive the test results and discover that they failed an item on the test, do not present lesson 45. Instead, begin the remedial assignment indicated in the Individual Record Forms in the right-hand side columns. Present remedial assignments only for those tasks failed by the group.

- * Before beginning any remedial assignment you may have to check the score sheets for the children within the group. Specifically: If an item is labelled Symbol Identification, check the score sheets of each child in the group to determine which sounds were missed by which children. Lisa may have e and d. Matthew may have missed r. The set of sounds missed by the children in the group tells you which sounds to test carefully and emphasize. (For the group above, the set missed by the group is e, r and d.)

The performance of each child tells you about individual tests that you should present during the remedial assignment. Lisa missed e and d.

Therefore, you would provide her with individual tests on these sounds.

- * If the item is divided into parts a, b, c or a₁, b₁ c₁, etc. look at each child's summary sheet to see if the children typically miss a part of the item. This information provides a potential focus for the remedial instruction.
- * The amount of time required to firm all tasks in the remedial assignment will vary from group to group. With some groups, the remedial assignment can be completed within a 30-minute period. Other groups may require two or more periods before the members are completely firm on the skill.
- * Not all the tasks listed in the remedial assignment for a given item relate directly to that item. If the children failed a rhyming task, in other words, not all tasks specified for the remedial assignment will involve rhyming. Tasks from other tracks are interspersed with the rhyming tasks so that the children will have a change of pace and will not drill too long on difficult tasks before they work on easier tasks. Because the remedial assignments have this feature, it is important to present the tasks listed for an item in the order specified, which usually involves flipping around within a lesson.
- * If the children failed more than one item on the test, you may choose either to follow the remedial assignment for each item failed, or to present all tasks involved in the lesson range specified for the individual items.

Remedial Assignments for Individuals

- * The remedial work should not be conducted as part of your daily reading lesson. The other children in the group do not need firming on the skills being remedied. Therefore, you can't work with one child while the others receive no instruction that is appropriate for them.
- * The child who is to receive the individual remedy should not attend his regularly-scheduled reading group during the time the remedial work is being provided. The child's performance indicates that the child does not have the skills required to work on the lesson that will be presented to the other members of the group.

At best, the child would be confused by being kept in the group.

- * The remedial assignment should be carried out either individually (one-to-one) with the child or in a remedial group composed of one or more other children who require the same remedy as the individual child.
- * The remedial assignment should be provided every day for perhaps 20 minutes or more until the child has been firmed on the assignment. The daily lessons can be provided by another person at the time the other members of the child's group are engaged in the regular reading period or the daily remedial lesson can be provided at some other regularly scheduled time of the day.

In some cases, it will not be possible to satisfy the requirements for effective remedial assignments. In those cases, you must do the best you can, which may mean placing the child in another, lower-performing group, or providing the child with less than a complete remedial assignment and at the same time trying to keep the child in the original group. This second alternative is reasonable in some cases, particularly if the child's poor performance on the Continuous Progress Test is a result of continued or frequent absences. Frequently, the child will "catch-up" to the group with less than the prescribed amount of help. Although the child might perform well in a lower-performing group, that group might hold the child back by reducing the rate at which new skills are presented to the child.

- * If one-third of the children in a group (or more) need individual remedies, there is probably something wrong with the way you are teaching skills. You are probably teaching to some children in the group but are probably providing inadequate repetition, and inadequate number of individual tests, or ineffective reinforcement. (Some of the children may simply not be paying attention.) The remedy for such problems is to identify the teaching behaviors that are weak and to correct these. A good practice is to have another teacher (one who is not having serious trouble teaching her children) observe you teach the group and provide you with feedback about possible causes of the child's performance. (Note: It may be that your teaching behavior is quite good, but that some of the children should be placed in another group.)

- * If, for whatever reason, a third or more children in

the group score below 75% for the section of the Continuous Test, it is probably a good idea to take the entire group back through the remedial assignment.

Skipping Children or Groups

Here are the basic rules for skipping lessons in Reading (in addition to specified lesson skips within the program.) Note that it may not be practical in a given situation to follow these procedures, however, these procedures represent the "ideal". The extent to which you follow the ideal depends on your situation.

1. If a child scores 100% correct on all items in two consecutive sections of the Continuous Progress Test, the child can be "accelerated".
2. If a group scores above 90% correct on two consecutive sections of the Continuous Progress Test, with no child below 75% pass, the group can be accelerated.

To provide "acceleration" follow these guidelines:

- * Present the Teacher Presentation tasks from one lesson and the story from that lesson and from the next lesson. No stories are to be skipped (except for those specified as part of the program).

Skip the teacher presentation of sounds and words for every other lesson, however, even if a new sound is introduced. This schedule implies that it may be possible for you to present two lessons during a scheduled period (the presentation of sounds and words from the first lesson, the story reading for the first lesson, and the story reading for the second lesson).

- * If a Level 1 group performs quite well during the daily lessons and if that group performs at 90% correct or more on the first section of the Level 1 Continuous Progress Test, you may consider placing the group in the FAST CYCLE PROGRAM. Upon completion of the 70-lesson Fast Cycle, the children begin Reading II. The Fast Cycle is appropriate for children who are experienced with learning, but naive so far as reading skills are concerned. Good performance during the daily lessons and on the first test implies that the Fast Cycle Program may be more appropriate for the group. The Fast Cycle Program teaches basically the same skills taught in Reading I. The difference is merely the rate at which the new skills are presented.

READING I INDIVIDUAL SCORE SHEET

Child _____ Teacher _____

Lesson-day-in-program _____ Date _____ Group _____

SKILLS TESTED (Circle correct responses or all)	Number of Correct Responses	Number of Correct Responses Required To Pass	Pass + Fail 0	If Failed, Firm Child on these Tasks	
				LESSON	TASK
1. Say it fast: a b c d		4		17 18 19 20	6-10, 13 8, 10, 6, 17 9-13, 17 7-10, 16-19
2. Symbol Identification: a m s		all		16 17 18 19	1, 3, 5, 12 1, 2, 6, 11 1, 2, 14 1, 3, 17, 15
3. Symbol Action Games Follows arrow: a b Points: c d		3		17 18 19 20	4, 2, 6 4-6, 12 5, 6, 15, 7, 8 4, 5, 6, 7
4. Cross-out Game Crosses out all e's: all		all		17 18 19 20	22 26 26 25

Example A

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E-B Continuous Tests for DISTAR®

GROUP SUMMARY FORM

Circle one:
Reading I, II, FC
Arithmetic I, II
Language I, II

Test Section _____
Lesson Number _____
Group _____
Teacher _____
Date _____

Names	Items										Percent Passed
	1	2	3	4	5	6	7	8	9	10	
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
PERCENT PASSED											

Fractions to Percents for Percent Passed

		Items Passed									
Number of Children or Items Tested		1	2	3	4	5	6	7	8	9	10
		1	100								
2	50	100									
3	33	67	100								
4	25	50	75	100							
5	20	40	60	80	100						
6	17	33	50	67	83	100					
7	14	29	43	57	72	86	100				
8	12	25	37	50	62	75	87	100			
9	11	22	33	44	55	67	78	89	100		
10	10	20	30	40	50	60	70	80	90	100	

Example B

TEST SCHEDULE
(SUBJECT AND LEVEL)

TEST
SECTION

TEACHER NAMES

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

70

Example C

DAYTON DIRECT INSTRUCTION FOLLOW THROUGH PROGRAM
 Dayton Public Schools
 3410 Hoover Avenue Dayton, Ohio 45407
 513 268-1641

SUMMARY OF CONTINUOUS TEST DATA (Off-site Location Name)
 Date(s) of Testing

Teacher	(A) Total # Students Tested	(B) # of Students at 75% Criterion	(C) # of Students at 75% Criterion
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Example D

Obtained from GROUP SUMMARY FORM(S) for each subject level,
 for each teacher.

Same as column (A) but only counting those students at or
 above the 75% criterion level.

Obtained by dividing figure in column (B) by figure in
 column (A) for each teacher. $B \div A = C$

DAYTON DIRECT INSTRUCTION FOLLOW THROUGH PROGRAM
 Dayton Public Schools
 3410 Hoover Avenue Dayton, Ohio 45407
 513 268-1641

SUMMARY OF CONTINUOUS TEST DATA (Off-site Location Name)

Date(s) of Testing

Skill Tested	(A) Total # Groups	(B) # of Groups at 75% Criterion	(C) % of Groups at 75% Criterion	(D) Total # of Students	(E) # of Students at 75% Criterion	(F) % of Students at 75% Criterion
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List only skill tracks tested as taken from subject level
 INDIVIDUAL SUMMARY FORM(S)

Data taken from GROUP SUMMARY FORM(S) grouped by
 subject level.

Same as "Total # Groups" column but only groups at 75%
 or more in the Percentage Passed area of GROUP SUMMARY
 FORM(S) are counted.

Obtained by dividing "#of Groups at 75% Criterion" column
 by "Total # Groups" column. $B \div A = C$

Data obtained by counting total number of students tested
 on skill track. Taken from GROUP SUMMARY FORM(S).

Data obtained by counting only those students tested out
 at 75% criterion level or higher. Taken from GROUP
 SUMMARY FORM(S).

Obtained by dividing "% of Students at 75% Criterion" column
 by "Total # of Students" column. $E \div D = F$

Example E

PROJECT Flint Follow Through Project: Direct Instruction Resource Center

DESCRIPTORS Arithmetic, Kindergarten, Language Arts, Performance Based Education, Primary Education, Reading

TARGET AUDIENCE Approved by JDRP for low-income children, grades K-3. This program has been used in suburban, rural, and bilingual communities and in compensatory, talented, and special education classrooms, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION A parent-implemented program using the Direct Instruction Method of Teaching Reading, Language, and Arithmetic with potentially low-achieving children. Flint Follow Through provides comprehensive services to students. A parent-implemented project, it encourages and facilitates active parental involvement at an advisory level. The program's nationally validated instructional model, the Direct Instruction Method of Teaching Reading, Language, and Arithmetic, employs skillfully designed materials requiring precise teacher behaviors. The materials are highly structured and sequenced, with scripted lessons in each curricular area. Each area is taught in daily 30-minute blocks, with rapid pacing and varied reinforcement activities. The instructional groups are small, and the teacher is seated within touching distance of the students in order to focus on students' performance. Sufficient time-on-task, active student participation, and clearly defined student expectations are integral to Direct Instruction. Individual student progress is regularly monitored through criterion-referenced materials. Continuous staff development assures proficiency in correction/precorrection strategies, behavior management, and classroom organization techniques.

EVIDENCE OF EFFECTIVENESS Evaluation data show that students who participated in the Flint Follow Through Project scored at the 50th percentile on standardized achievement tests. Students in the Direct Instruction model scored at a statistically significant higher level in the affective and cognitive domains.

IMPLEMENTATION REQUIREMENTS The decision to adopt the Direct Instruction model should be jointly shared by administrators, teachers, and parents. The instructional model is installed in kindergarten or first grade the first year, and a grade level is added in subsequent years.

FINANCIAL REQUIREMENTS Costs of program replication include staff training, materials, and evaluation. Local capacity building funds established by Flint Follow Through Resource Center enable adopting districts to partially defray expenditures. Installation of program costs less than \$12 per child.

SERVICES AVAILABLE A Follow Through Resource Center. Awareness materials are available. Awareness sessions are available. Visitors are welcome at demonstrator site. Adopting districts receive a complete set of teacher materials, preservice training, continuous inservice, regular consultant services, pre-posttest materials, and technical assistance.

CONTACT Marion Williams, Director; Flint Follow Through Project; 923 E. Kearsley Street; Flint, MI 48503. (313) 762-1452. Nina M. Jones, Coordinator; 614 W. Home Avenue; Flint, MI 48505. (313) 762-1705.

- I Title of Project: Flint Follow Through Project - Flint Community Schools
Marian L. Williams, Director
- II Who Developed the Practice: Flint Follow Through Project and the University
of Oregon Direct Instruction Model
- III Source and Level of Funding: CSA Community Services Act, at (1976 - 77) \$739,
per child. See chart on final page.
- IV Years During Which the Practice was Being Developed and Tested:
- The Project began in the school year 1969.
Data are being presented for school years 1971 - 1977.
- V Brief Description of Practice for Which Claims of Effectiveness are Being Made

A. What Is the practice?

There are six major parts of the Flint Follow Through Project.

1. Curriculum. Central to the Flint Follow Through program is the classroom curriculum. The core of the curriculum is the Distar Instructional System, which is designed to be taught as small-group, face-to-face instruction by a teacher who follows its sequenced daily lessons in reading, arithmetic, and language. These lessons, which utilize modern learning principles and advanced programming strategies, have been the basis for effectively teaching basic skills to the full range of children in our classrooms -- from those children who are easy to teach and can proceed quickly through the programs to those lower performing children who require more time to complete them.

Each of the Distar programs has three levels. When the children complete all three levels (at the end of the second or while in the third grade, depending upon when they began instruction and the rate to which they were able to proceed through the programs) they are transitioned into other programs and series used in Flint Schools.

The instructional program is initiated at the kindergarten level which is an extended day (the children are in school from 9 a.m. to 2:30 p.m.). The extended day permits the completion of level I of the Reading, Arithmetic and Language programs by many of the kindergarten children. The programs are designed to permit:

- a.) Kindergarten children who have not completed level I to continue in the first grade from where they stopped instruction in kindergarten.
- b.) Kindergarten children who have completed level I to begin level II in first grade.
- c.) First grade children who have not attended Follow Through kindergarten to begin the level I programs in the first grade.

The Distar programs consist of daily lessons in which the teaching objectives for each day are specified in the form of a script which the teacher uses to teach the different tasks in each lesson to the children. There are student materials consisting of workbooks, textbooks and "take-home" sheets that are coordinated with the teacher materials.

The goal of all reading instruction is to make each child a fluent and independent reader, able to use written text as a means of learning new information:

Reading I - the focus is the teaching of decoding and some comprehension skills.

Reading II - the focus is the acquisition of comprehension skills and extension of decoding skills, with the teaching of reading fluently and accurately as additional goals.

Reading III - the focus is the acquisition of skills for content in science and social science selections. The primary objectives are to read for new information, to read for understanding and to read for application of rules and principles. Workbook exercises which involve application tasks in, for example, astronomy, muscle function, mapping, measurement, require all of these skills.

- The arithmetic component is designed to teach by a problem solving approach.

Arithmetic I - the focus is the teaching of basic addition and subtraction operations; memorization of number facts speed up the process and set the stage for more elaborate problem-solving.

Arithmetic II - the focus is the teaching of multiplication and fractions. The extension of addition and subtraction operations to include regrouping as well as measurement concepts involving time, money, length and weight are basic to this component. How to derive unknown facts from known facts and how to work story problems are also taught.

Arithmetic III - the focus is the teaching of borrowing, long division, column addition, multiplication facts and a wide variety of story problems.

The language component is designed to teach language as a basis for the comprehension of reading and the precise production of spoken language.

Language I and II - the focus is the teaching of the words and phrases used in describing actions, objects, object classes, object properties and in using relational terms; a variety of complete statements are also presented and practiced. Much general information is taught, for example, days of the week, months of the year, location names, occupations geographical features. The advanced lessons teach such logical processes as conditionality, causality, multiple attributes, definitions, deductions, synonyms and opposites. Other language tasks teach the techniques of questioning strategies, sentence analysis and usage conventions.

Language III - the focus is on the teaching of writing, expanding the logical use of language and the teaching of basic grammatical rules. The program also teaches punctuation and capitalization rules. The building of writing and spelling skills are integral activities in both the reading and language components.

2. Teaching Strategies. The tasks in the reading, language and arithmetic components are presented in a quick and rapid manner by the teacher and the

students make many oral responses in every lesson. The teaching strategies are designed to assure mastery of each lesson by every child. The strategies include:

- a.) Positive reinforcement as a technique for strengthening desired behavior, to facilitate learning and to develop a positive attitude within the children towards instruction and learning.
- b.) Group responses to provide the maximum amount of practice for each child in each task and to keep all of the children engaged in the learning activities.
- c.) Signals cue children when to respond so that the teacher knows that each child is able to originate the response and not be led by another child in the group.
- d.) Individual turns so that children's responses to the teacher is unsure of can be checked out and so that tasks in which there are many possible answers can be utilized.
- e.) Teaching to mastery so that the teacher knows that each child has mastered each skill.
- f.) Correction procedures so that the teacher can correct all errors immediately and effectively.
- g.) Pacing so that the teacher can move quickly through the task in order that the children will have more opportunity to practice skills and so that more material can be covered. (Pacing is also knowing when to slow down for the teaching of some particularly difficult steps within tasks.)

3. Classroom Organization and Scheduling. Each kindergarten, first, second and third grade is staffed with one certified teacher and at least one teacher aide. The maximum class size is thirty children per classroom. The three subject components are taught in small groups. The average and fast performing children are in groups of about ten children, the lower performing children are in groups of no more than five. Distar lessons are taught in the morning; each group spends thirty minutes in each subject area. In the afternoon the teachers present other subjects such as music, social studies, science, art, physical education. Therefore, Follow Through children, in addition to the specialised Distar curriculum, participate in the other disciplines that are required by the Flint Schools.

Learning centers in each classroom for each of the subject areas are essential for instruction with small groups. Interest centers for children which lend themselves toward independent reading and other activities include small libraries, science centers and bulletin boards.

4. Staff Development. Each year an assessment of staff and their needs is made upon the completion of placement. The assessment is an indication of the amount of pre-service and on-going staff development that will be needed. Other factors that determine the amount of staff training are program changes and revisions as well as special pupil needs and parent activities. The staff development plan is implemented with:

- a.) Preservice workshops - usually held prior to the opening of school to assess the needs.

- b.) Weekly inservice - usually conducted by the local teacher supervisors to assure implementation of the curriculum.
- c.) Pre and posttesting - a pretest is administered to staff at the beginning of each inservice session and a posttest given at the end of each session to assess acquisition of programmatic changes.
- d.) Video-taping - done of teachers teaching groups in their classrooms and critiqued by a member of the supervisory staff to improve teaching skills.
- e.) Classroom management classes - usually taught through a local institution of higher education, which stress the sponsor's approach of positive reinforcement as a teaching strategy; graduate or undergraduate credit may be earned.
- f.) Pupil assessment - all pupils are administered a bi-weekly criterion-referenced test in one of the three subject areas. The test results determine any regrouping of pupils and provides the staff with feedback about teacher effectiveness, progress of children through the program and information about any necessary remediation or skipping procedures.

Transitional workshops are held for third and fourth grade teachers to provide the opportunity for uninterrupted learning sequence for the Distar pupils when they leave third grade.

Two teacher supervisors are responsible for the implementation of the staff development plans and for the classroom monitoring of all Distar teaching. In addition, teacher supervisors teach students in the classroom when requested by the teaching staff.

5. Support Services

- a.) Health - 1 full time registered nurse and 1 health aide implement a program of comprehensive health services.

Each child receives a complete physical examination (with laboratory blood work-ups and urinalysis); dental screening with provisions for corrective services, visual and auditory screenings are administered.

- b.) Nutrition - Each child participates in the school lunch program.

Supplemental classroom instruction is provided by the nurse.

- c.) Social Services - The Follow Through Parent Coordinator and parent worker make home visits to inform parents of community agencies available to assist with problems in the areas of housing, food, clothing, budgeting and legal matters.

- d.) Psychological Services - Psychological testing is provided as an on-going service of the LEA.

- e.) Volunteers - One to one tutoring service is provided by parent and student volunteers for pupils experiencing learning difficulties.

6. Parental Involvement

Flint operates a parent-implemented program with policies and procedures cooperatively developed by the Parent Advisory Council (PAC) and the LEA. The PAC duties include writing the proposal, program monitoring, recommending and approving paraprofessional personnel for employment and monthly meetings for continuous feedback of the project. Special parent meetings are held to provide information in the areas of the specialized curriculum, program evaluation, nutrition, social services and other areas of concern. Parents plan and participate in student field trips for each grade level.

A Career Development component has been designed to increase Follow Through parent awareness of the employment and learning opportunities available through the provision of scholarships for high school completion and job training.

7. Systematic Coordinated Administration

The Follow Through Director is responsible for the successful implementation of the program. The LEA has officially assigned the Follow Through program to the Office of Compensatory Education Programs for implementation and interpretation of local policies and federal regulations. The Follow Through Director is responsible for the interpretation of sponsor requirements and building implementation of all program requirements in cooperation with the principals. The Program Director meets periodically with the two principals to discuss building concerns and input for all program changes. The principals are invited to all PAC and special parent meetings and workshops.

Each building principal meets and discusses with the Follow Through Director all communications sent to parents prior to their dissemination. The Follow Through Director is a member of several community services boards to effectively coordinate human services to benefit the Follow Through community. The director also makes a special effort to involve the parents of Head Start and Title I prekindergarten children in meaningful transition activities.

B. What claims of effectiveness are being made?

Economically disadvantaged students who participate in the direct instruction program from kindergarten through third grade will significantly out perform control children on academic achievement measures. Moreover these disadvantaged children will perform at or near the national norm on standardized achievement tests.

C. Who are the intended users and beneficiaries?

Participants in the Flint Follow Through Project are former Head Start and Title I prekindergarten and/or low-income children; at least 90% of these children are from low-income families. The two Follow Through buildings house approximately 503 children in grades kindergarten through three. One school is located in a predominately black community; while the other building is the center of a low income public housing unit with moderate income town houses and a nearby trailer court housing whites of varied incomes.

- D. What are the costs for adoption?
(See Table on the final page.)

E. Interpretability of the quantitative measures

The measurement of reliability of the Metropolitan Achievement Tests, is discussed in the ABT Report (1976). Although all standardized measures are subject to questions of validity, the tests used, with the exception of the WRAT, are among the best available for their intended purposes. The WART was used to provide data on student's decoding performance; it doesn't measure cognitive skills (as defined by ABT.)

F. Credibility of Evidence

Data from three sources are considered: ABT, the Follow Through sponsor (University of Oregon), and the Flint Schools. The ABT data were collected by Stanford Research Institute and analyzed by ABT Associates. Both agencies carried out these evaluation activities independent of personnel in the local school district or the sponsor staff. The sponsor data were collected by local personnel under the direction of Oregon staff and were analyzed by the sponsor. Local data were collected and analyzed by the Flint School District.

VI Evidence of Effectiveness

A. Evidence that something happened:

Students at the end of third grade showed significant positive effects in comparison to control groups in basic skills (spelling, language, math computations and cognitive academic skills (reading, math concepts and math problem solving.) Moreover in reading, math and spelling the percent of students one or more years below grade level was less than for the national norm for the respective tests, i.e., the students performed near, if not at, grade level as measured by the national norms.

B. Evidence of statistical reliability of the effects:

Two types of evaluation data are available from the ABT Report (1976-77), covariate adjusted comparisons with a local and pooled control group and unadjusted achievement scores. Some of the covariates selected to adjust for pretest differences include family income, mother's education, parent occupation etc.

ABT data were collected in Flint on 35 Follow Through and 39 control children who began kindergarten in 1970, and 27 Follow Through and 42 control children who began kindergarten in 1971. All Follow Through children were Title I eligible. Testing was conducted during the spring of the children's third grade year.

In reporting significant effects on adjusted scores ABT specified a dual criterion for significance of difference between means - statistical ($p < .05$) and educationally meaningful (more than a one-quarter standard deviation of the distribution of the scores for the control and experimental children.) Significant positive and negative effects are reported in Table 1.

The results are consistently positive. Percentages of children one or more years below grade level (in comparison to the national norms) and grade Equivalencies are reported in Table 2.

	Word Concepts	Spelling	Language	Math Computation	Reading	Math Concepts	Math Problem Solving
Cohort III							
Local Control		0	+	+	0	0	+
Pooled Control		+	+	+	+	+	+
Cohort II							
Local Control		0	+	+	0	+	+
Pooled Control		-	+	+	+	+	+

Table 1 H.A.T. Adjusted Comparisons

*% of students over
1 Year below grade level*

Measure	National Norm	Cohort III	Cohort II
Reading	20%	3%	17%
Math	12%	9%	10%
Spelling	22%	6%	20%
Language	14%	17%	

*median
Equivalents*

<i>Natl Norms</i>	Cohort III		Cohort II
9.5	3.4	2.5	3.2
3.75	3.9	3.2	4.0
3.5	3.7	2.6	3.9
4.0	4.5	5.1	

Table 2 Unadjusted Achievement Effects

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Except in language, fewer Follow Through children, who are economically disadvantaged, are a year or more below the norm than apparent in nationally normed groups. Another interesting finding in Table 2 is that fewer children were a year or more below grade level in Cohort III than in Cohort II - 14% fewer in reading and 14% fewer in spelling possibly reflecting improved implementation over time.

Another indication of the reliability of the program effect comes from five years of sponsor data on five different cohorts of children. Differences among cohorts on third grade scores were no greater than 2½ months (grade level equivalents) for reading, 3 months for spelling, and 2 months for math. Table 3 illustrates the math data.

Test Year Grade equivalent score	Cohort				
	2	3	4	5	6
	1973	1974	1975	1976	1977
	3.76	3.92	4.04	3.82	4.02
	64	92	49	144	117

Table 3 Third grade math scores for five cohorts

Table 3 also suggests increased generalizability of effects because of the larger sample size than reported by ABT. The grade equivalent means reported by ABT and the sponsor are essentially the same but 466 students are included in the sponsor sample rather than the 112 included in the ABT sample.

A further indication of the reliability of the program effect is apparent in the Flint Longitudinal Follow Up Study. The Flint Follow Through program began in September 1969. In September, 1975 a report was prepared by the Office of Research and Testing to provide data from a longitudinal base of those pupils who had remained at the two Follow Through schools from kindergarten through the sixth grade. The fifth grade pupils at these two buildings were compared to the fifth grade pupils at six non-Follow Through schools meeting the same criterion for selection (remaining in the same building from kindergarten through grade six.) In addition, the non-Follow Through schools were Title I and were contiguous to, or as close as possible to the Follow Through schools, which were eligible Title I schools also. (Title I eligibility is based upon the high percentage of children from families receiving AFDC and the low income factor.)

The data reported from the study are the results of the SRA Achievement Series test administered in reading in second grade and in reading and math in third, fourth and fifth grades. The tests were administered in May of each year. The results of the data indicate the effectiveness of the Follow Through Program when compared to the six non-Follow Through schools. The data indicates the following for the 56 Follow Through pupils and the 72 non-Follow Through pupils

Reading, end of fifth grade - Follow Through pupils were three months above and non-Follow Through pupils were two months above the average for the comparable schools.

Mathematics, end of fifth grade - Follow Through pupils were two months above and non-Follow Through pupils were one month above the average for comparable schools.

Another measure of treatment effect, one which is quite difficult to interpret, is changes in percentile scores from prekindergarten to post third grade. (Since students were not selected on the basis of low pretest scores regression effects are not as serious a confound as they might otherwise be. Percentiles are based on WRAT performance, since the WRAT was the only pretest measure. The change in reading was from 24 to 74, in math from 25 to 52, and in spelling from 9 to 43.

3. Evidence that the effects are educationally meaningful:

One indication of meaningfulness results from ABT's criterion that a difference be greater than $\frac{1}{2}$ standard deviation before being considered significant. Since 18 of the adjusted comparisons (ABT, 1976) were significantly positive and only one negative (out of 28 total comparisons) the differences appear to be meaningful. Another comparison from ABT (1976 on Cohort II children involves percentile of median scores for the Follow Through children and best match (according to demographic variables) control group. For end of third grade measures, the Follow Through and control percentiles were 40.8 and 11.4 for reading; 60.0 and 10.5 for math, and 58.12 and 15.0 for spelling.

A third indication of meaningfulness is the unadjusted achievement scores discussed earlier. Fewer disadvantaged Follow Through children were a year or more behind in achievement than would be expected for a representative sample of children (according to national norms for the best). Also the children achieved at or near grade level at the end of third grade, which is a meaningful level of achievement for economically disadvantaged children who typically perform at the 20th or 25th percentile.

4. Evidence of generalizability:

The Direct Instruction Model was used in over 18 Follow Through sites. On both basic and affective measures the mean performance for direct instruction students was higher than the performance for any other sponsor (ABT, 1977). On Cognitive skills direct instruction was second; however, without the Ravens', direct instruction was also first in cognitive skills (Becker and Engeleemann, in press). The eight Follow Through sites represent both urban and rural settings and students of various types - Black, Indian, Spanish American, Mexican American and White. The diversity of application of the program is indicated by the fact that the Distar curriculum has been used with several hundred thousand students in all 50 states over the past several years. The extensive use and consistency of results over time, e.g., the sponsor data on five cohorts, suggest that the program and its positive impact would be generalizable to new settings.

5. Evidence that the effects are attributable to the program:

The ABT data and local comparative data involving control groups provide methodological safeguards that the evidence is attributable to the program. Non-comparability of controls almost always favored the controls, which means that subject assignment did not materially favor the Follow Through

children. Moreover covariate adjustments were made. The earlier discussion on data collection, with analysis, use of controls and selection of test instruments, suggest that the ABT results are fairly trustworthy in terms of attributing effects to the program.

Also extensive process research summarized in Stallings (1976), Bateman and Carnie (1977), Becker and Engelmann (in press) has demonstrated relationships between various components of direct instruction and child performance: teacher training, use of small group instruction; pacing, praise, signals, and corrections; as have over fifteen other studies on the instructional design procedures that are reflected in the Distar programs. These various studies suggest that the components of direct instruction are functionally related to child achievement.

Hence we conclude the significant impact of the Flint Follow Through Program result from the combination Direct Instruction in the classroom, meaningful parent involvement and health and social services.

VII Cost Information per Learner

	Installation Non-Recurring Costs	1977-78 Recurring Cost
Staff Training		16.00
Equipment *		2.00
Consumables		26.00
Salaries		793.00
Other costs		79.00
Total Costs**		916.00

* Equipment costs are low - no equipment purchases from this F.Y.

**Costs represent EOA and Title I funds which total 460.537.



Flint Follow Through

Health Component

Flint Follow Through stresses the physical, mental and emotional health of the children in the program. It is critical that the body function harmoniously with the mind. The major thrust of Flint Follow Through is to provide a learning environment which enables each youngster to attain grade level by the end of third grade. Flint Follow Through feels that this can most readily be achieved by attending to concomitant variables such as health. Empirical as well as statistical studies clearly indicate that ill-health often effects the level of productivity adversely.

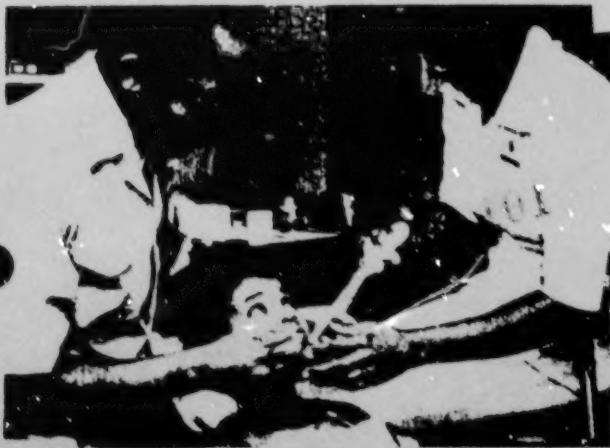
In order to counteract this possibility, the services of a health team, composed of a registered nurse and a nurse-aide are utilized. The Flint Follow Through nurse and her aide work closely with students, their parents and their teachers

- sharing with parents critical health information,
- receiving impressions from teachers which are health related,
- screening, referring and conferring with students.

DENTAL

At the beginning of the school year, Flint Follow Through youngsters have dental screenings at the Mott Dental Clinic. Each youngster's teeth are x-rayed, examined and cleansed. Each year, the dental screening reveals a high incidence of dental cavities. Corrective and restorative

care is given by contracted private dentists. The care may include extractions, fillings, crowns, fitting appliances and space maintenance. The dentists and/or the hygienists provide instruction on daily dental care. Flint Follow Through has a dental contract through which this care is funded. The youngsters who receive these services are those whose family incomes are below the poverty line.



VISION

Each youngster is screened annually for vision by a member of the Flint Follow Through health team. A small percentage of the youngsters screened are found to have vision problems. When a problem seems apparent, the parent is contacted and the follow-up care is decided upon. Further evaluation may be done through a private ophthalmologist or referrals may be made to the Mott Children's Health Center. The health team, as well as the instructional personnel, instruct and encourage youngsters in the correct care and daily wearing of their glasses.

PHYSICAL EXAMINATIONS

Physical examinations are provided to all new youngsters who have not had one within a prescribed period or when teacher/parent referred. The health team concentrates on immunizations, allergies, chronic conditions and a wide spectrum of health possibilities which may be counter productive. The services of physicians and dentists are contracted especially for Flint Follow Through youngsters. This is a facilitating structure which ensures the health team of adequate time for the scheduling of professional services for youngsters.

The registered nurse and the nurse aide are actively involved with students, parents and teachers. They not only expend their energies on routine school health problems (colds, skinned knees, childhood diseases, bruised elbows and fractured feelings), the nurse visits the classrooms to share nutrition, safety and health tips.



She visits parents in the home to share helpful, healthy living ideas, information, recommendations or concerns relative to the individual child. They keep extensive and accurate records of each child contact and the recommended follow up. They are busy! More important, however, they play an important role in the learning process through their interest in and dedication to the health of each Flint Follow Through youngster.

NUTRITION

The health team develops interest in uncommon foods through "tasting parties." At the tasting parties, youngsters have the opportunity to "discover" attractive and interestingly prepared fruits and vegetables. With a friendly introduction, it is felt that youngsters will be less likely to snub untried foods. Nutrition is emphasized in the classroom, through the Federal Lunch Program, through a parent-initiated breakfast program as well as through "tasting parties."



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Flint Follow Through

Resource Center

In October, 1977, the Flint Follow Through Program was designated as a model site to be funded by the United States Department of Health, Education and Welfare as a demonstration unit for the National Follow Through Project.

The Flint site was selected on the basis of the academic achievement of its students and its aggregate program which includes:

- parental involvement
- health care/social services
- instructional methods
- enriching experiences

The Flint Follow Through Project was initially established to provide enriched and extended instruction in reading, language and mathematics. The program is designed for kindergarten through third grade youngsters of low-income families in the Dort and Manley Community School areas.

A major focal area has been intensified health care---of necessity, corrective, but primarily, preventative. Initial and sustained parental involvement in the project has added to its continued impact on the lives of youngsters in the program. Great attention has been directed toward the early establishment of healthy self-images in youngsters based on their solid academic successes.

The growth rate of Flint Follow Through youngsters has been significant. The composite test scores of all third graders, as measured by the S.R.A. (Science Research Associates) Achievement Test, has risen from 2.7 to a statistically significant 3.6.

In becoming a demonstration site, Flint Follow Through has established a Resource Center. The primary objective of the center is to articulate to the greater community the operation of a model Follow Through Program. The center will provide in-depth inservice training to the staff of schools interested in adopting a similar program within their districts.

The Flint Follow Through Resource Center can provide personalized workshops on:

- the Direct Instructional Method of Teaching
- organizing Parent Advisory Councils
- behavior modification techniques
- overview of Flint Follow Through

The Flint Follow Through Resource Center can further provide:

- follow-up on-site consultant services for workshop participants
- tours of Flint Follow Through schools

These services are available at no cost to school districts, universities and interested individuals. The Resource Center is open year round, including the summer months.



register now!

WORKSHOPS LIMITED TO TWENTY PARTICIPANTS

- ☐ Five day training session
- ☐ Three day training session
- ☐ One day awareness session

Name of organization: _____

Contact person: _____

Address: _____

Phone: _____

Number of participants: _____

Position of participants: _____

Teachers

Parents

Administrators

Paraprofessionals

Students

I would prefer the following dates: _____

I require information relative to: _____

Mail to: *Mrs. Nina M. Jones, Coordinator*
Flint Follow Through Resource Center
614 W. Home Avenue
Flint, Michigan 48505
or call: [313] 762-1706

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Flint Follow Through

Direct Instruction Method of Teaching

Flint Follow Through is a comprehensive, federally funded project which stresses basic skill development in the primary grades. The instructional model utilized is the Direct Instruction Method of Teaching Reading, Language and Arithmetic. The Direct Instruction Method was developed by Siegfried Engelmann and is sponsored by the University of Oregon. It is published by Science Research Associates (S.R.A.) under the trade name, DISTAR.

There are nine major components of Direct Instruction

- Language Levels I, II and III
- Reading Levels I, II and III
- Arithmetic Levels I, II and III

Intrinsic to all components of the Direct Instruction Model are:

- daily, small group instruction
- highly structured, sequential lessons premised on requisite skills previously taught
- scripted teacher presentations
- bi-weekly monitoring of individual student progress utilizing criterion referenced materials
- behavior management
- built-in correction strategies
- regularly scheduled teacher in-services.

The Direct Instructional Model in Flint Follow Through is implemented within a framework of comprehensive services which addresses itself to the physical and emotional health of the youngster, expanded field-trip experiences and active parental involvement.

The objective of the National Follow Through Project is to discover instructional programs which are effective with educationally disadvantaged youngsters. In the National Evaluation of the Follow Through Project, the Direct Instruction Method of Teaching was clearly the most effective model in all areas tested: basic skills, cognitive and affective domains. By the end of third grade, Flint Follow Through youngsters are within range of the national norm, or 50th percentile, as measured by standardized achievement tests.

The basic premise of the Direct Instruction Method is, "If properly taught, all children can learn." From this premise, highly engineered materials have been developed to teach program objectives. The materials reflect utilization of modern behavioral principles and advanced programming strategies.

These materials are utilized by instructional personnel who, through pre-service and continuous in-services, are skilled in:

- actualization of appropriate teacher behaviors
- capable usage of materials
- effective behavior management techniques

The intensified Direct Instruction Method of Teaching has proven beneficial to the Flint Follow Through youngsters. It is through their success as in the academic arena that the youngsters perceive themselves as good and worthy and capable..... "So they shall not fail."



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Flint Follow Through

Teacher Supervisors

The Teacher Supervisor is integral to the success of the academic component of Flint Follow Through.

Currently, Flint Follow Through has three teacher supervisors who work intently with 22 teachers, 30 teacher aides and three testing aides.

Teacher supervisors have demonstrated mastery of the Direct Instructional Teaching Method in their classrooms and are skilled in positive interpersonal relationships with adults. Teacher supervisors attempt to combine these two areas of competency to successfully instruct teaching personnel to emulate their interpersonal and instructional behaviors with youngsters.



The teacher supervisors spend the majority of their time in the classrooms where they are actively involved with:

- helping new teachers set up their classrooms
- regrouping youngsters for more efficient learning
- modeling specific behaviors for teachers and teacher-aides who request assistance or evidence a need for growth in a given area
- reinforcing and strengthening teaching strategies for instructional personnel

- bringing groups of youngsters to criterion performance in reading, language and/or mathematics
- monitoring student progress
- observing and critiquing instructional behaviors
- maintaining their intimate relationships with youngsters

Teacher supervisors are responsible for the scheduling, planning and implementation of all preservice and in-service sessions for instructional personnel in the Flint Follow Through Program.

Preservice experiences are designed to train instructional personnel in the use of:

- behavior modification techniques
- appropriate instructional groupings
- placement and in-program tests
- instructional materials

Preservice sessions also offer teacher presentation skill techniques and an introductory overview of various aspects of the program and its implementation.

Bi-monthly inservices are designed for specific teaching personnel for:

- continuous training of teacher presentation skills
- development of classroom organization and management skills
- Sharing of common problems
- reviewing video tapes
- introduction to and practice with new formats and new materials
- sharing of test data
- reinforcement of excellence in instruction and finally providing alternative behaviors where instructional performance indicates a need for growth.

Teacher supervisors train testing-aides who test each youngster in reading, language and mathematics every six weeks.* The testing-aides provide the teacher supervisors with the six weeks cumulative test data which is then shared with the Follow Through Director, the principals and the individual teachers. Commendations and specific work assignments are shared with the teacher to assure continuous progress of the youngsters.

Other tasks assigned the teacher supervisors include:

- reviewing teachers' weekly reports on lessons taught
- development of specific assignments for instructional personnel who may have lost instructional time because of absences, special school programs (fire drills, assemblies and the like), or who have had the occasional "bad day"
- checking with each teacher relative to the completion of specific assignments

*Every two weeks children are tested in one of the subject areas

- designing "skipping" procedures for groups of youngsters capable of moving with greater rapidity
- providing demonstrations for individuals or groups of individuals who indicate an interest in the Flint Follow Through Project
- sharing their weekly schedule with the director of Flint Follow Through, as well as successes, concerns and aspirations for themselves and for other instructional personnel.

The responsibilities of teacher supervisors are weighty. Each supervisor must remain intensely concerned with the **process** of instruction as well as the **product** of instruction in the areas of language, reading and mathematics. The supervisors must also concern themselves with the **effects** this instruction has on the 661 students participating in the Flint Follow Through Program. Although the energy and time expended is rigorous, the satisfaction of observing both teacher and student growth is rewarding for Flint Follow Through Teacher Supervisors.



Flint Follow Through



*This project is funded by a grant from the United States Department of Health, Education and Welfare, Office of Education, Division of Follow Through. The activity which is the subject of this report was supported whole or in part by the Office of Education, United States Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the Office of Education and no official endorsement by the Office of Education should be inferred.

Flint Follow Through

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Mrs. Marion Williams, Director Mrs. Nina M. Jones, Coordinator

Follow Through

Parent Coordinator

The Parent Coordinator Follow Through is a program that helps parents and students solve problems through activities and projects. The Parent Coordinator is the link between the school and the home, and is available daily.

The Parent Coordinator to Follow Through is a program that helps parents and students solve problems through activities and projects. The Parent Coordinator is the link between the school and the home, and is available daily.

the behavior modification techniques used at school, enabling them to follow through with positive reinforcement techniques in the home

establishing grade-level meetings, thereby providing a forum for sharing and resolving common problems of parents and



The Parent Coordinator attempts to actively involve and sustain parental interest in school related activities by:

- helping parents develop a growing awareness of the importance of school, encouraging parents to transmit this importance of school work to their youngster(s)
- recruiting parent volunteers for classroom activities

The Parent Coordinator facilitates the attainment of some parents' personal and/or educational goals by:

- assisting parents in the identification of their strengths and their needs
- assisting parents in the articulation of their aspirations and setting realistic goals towards the attainment of their aspirations
- helping parents to become self-motivated in the development of marketable skills

The Parent Coordinator attends local, regional and national conferences as recommended by the director. She makes innumerable follow-up home calls and is responsible for keeping accurate records of her activities and of the parent involvement projects.

The life of the Parent Coordinator is both challenging and extremely gratifying. The Flint Follow Through Parent Coordinator must be ever mindful of the needs of community residents; aware of the contributions knowledgeable parents can make and sensitive to the powerful change which Follow Through has affected in the lives of both children and adults.



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FLINT FOLLOW THROUGH DIRECT INSTRUCTION

RESOURCE CENTER

QUESTIONS AND ANSWERS - - DIRECT INSTRUCTION

1. What is Direct Instruction (D.I.)?

A teaching system with three basic skills programs: Reading, Language, and Arithmetic. Each Program has three levels. The entire basic skills system, therefore, consists of Reading I, II and III; Language I, II and III; Arithmetic I, II and III. The Direct Instruction system also includes programs in decoding and comprehension for remedial readers. The Direct Instruction program was written by Siegfried Engelmann and Associates.

2. What is Flint Follow Through?

Flint Follow Through is a federally funded project located in Flint, Michigan at Dort and Manley Schools in the Flint Community School District. The purpose of Flint Follow Through is to provide an intensive instructional program to kindergarten through third grade youngsters within a framework of comprehensive services. The instructional model used in Flint Follow Through is the Direct Instruction Method of Teaching Reading, Language and Arithmetic. The sponsor for the Flint Follow Through Project is the University of Oregon under the direction of Dr. Douglas Carmine. Flint Follow Through Project is a parent-implemented program which actively involves parents in a decision making and advisory capacity. It is directed by Mrs. Marian L. Williams.

3. What is Flint Follow Through Resource Center?

Flint Follow Through Resource Center is a part of the Flint Follow Through Project. Designated as a nationally validated project by the United States Office of Education, the Resource Center was established in October, 1977 to provide services to school districts throughout the country who are interested in installing the Direct Instruction Method of Teaching program(s) in their schools. Flint Follow Through Resource Center is located at 614 West Home Avenue, Flint, Michigan 48505. Area code 313-762-1705.

4. What services can Flint Follow Through Resource Center provide for a local school district?

Flint Follow Through Resource Center can provide, at no cost, descriptive literature on Direct Instruction and an orientation session for interested school districts. For districts adopting the program(s), Flint Follow Through Resource Center can provide the following free services:

- * pre-service training
- * monthly in-service training
- * monthly consultant services

- * sample teacher materials
- * professional library materials
- * pre/post test materials and in-service
- * technical assistance

5. Are the basic skills programs designed for use in grades one through three?

Not necessarily - it is a non-graded approach. The Direct Instruction Model teaches a set of basic skills and does not have grade levels attached to it. Therefore, Level I is appropriate for anyone who does not have these skills - - from pre-schoolers to adults. When Level I is completed, students are ready for Level II; when Level II is completed, they are ready for Level III.

6. Can a teacher work with just one of the Distar programs?

Each program is independent and can be taught separately. The language and reading programs, however, complement each other very well.

7. Distar is the trade name for the Direct Instruction materials published by Science Research Associates (SRA).

Direct Instruction means that a teacher teaches something to a small group of children and immediately checks to see that the children have learned it.

8. What is the advantage of Direct Instruction?

The teacher receives immediate feedback so that if the children have not learned what was taught, the teacher can reteach it. Direct Instruction further provides adequate time-on-task for maximum student learning. Flint Follow Through Resource Center provides instruction for a set of more effective teacher behaviors.

9. How does a teacher know what to teach in the Distar programs?

The material is programed in a teacher script. The teacher teaches a step by presenting the material written in her script to the group of children. The script saves the teacher the time needed to write daily lesson plans and daily teaching material, because it is already written for her. The teacher teaches each group 30 - 40 minutes a day for each program.

10. How can I adequately prepare to teach a new 30-40 minute script each day?

You can use the time you would normally spend writing the lesson plans to rehearse your next Direct Instruction lesson. Direct Instruction teaching tasks are based on "formats" - patterns of teaching steps repeated in a number of successive lessons. After teaching the first few lessons in any Direct Instruction program, you will find just a few unfamiliar tasks to be mastered each day.

11. Where do these teaching steps come from?

Each skill for each Direct Instruction program has been analyzed into a series of behavioral objectives. These objectives have been developed into teaching steps or tasks, providing specific instructions and materials in a logical sequence for rapid teaching skills.

12. What is an example of a teaching step?

Here are some examples showing what the teacher says and does and what the children say. (Try being the teacher and reading aloud). Reading I starts teaching the symbols as sounds.

Teacher: (point to m) When I touch it, I'll say it. I'll keep on saying it as long as I touch it. m m m m m Your turn. When I touch it, you say it. Keep on saying it as long as I touch it. (Touch m)

Children: m m m m m m m m m m m m m m m m

Teacher: Good

Language I teaches part-whole relationships

Teacher: Let's say some parts of the head. Watch. (touch your nose) This is a nose. What is this part called?

Children: A nose.

Teacher: Everybody, touch your nose.

Children: (Each child should touch his nose)

Arithmetic I teaches counting.

Teacher: Listen to me count. Tell me what number I end up with. 1,2,3,4,5,6. What number did I end up with?

Children: Six

Teacher: Yes, I ended up with six.

13. The Direct Instruction Model seems different from other reading, language and arithmetic programs.

Yes, that's true, and one of the reasons teachers like teaching Direct Instruction is that the small-step teaching is different. In writing the programs, the basic skills have been broken down into the smallest steps possible with each small step taught by the teacher to homogeneous groups of students. In this way everyone, even the slowest child, can learn, and the teacher feels rewarded.

14. How do I learn to teach a Distar program?

You attend a Flint Follow Through Resource Center Pre-Service Training Workshop where you will learn effective Direct Instruction techniques, including the mastery of specific

presentational skills. You will be taught how to present the steps and tasks, how to evaluate the group's responses and performance, and how to correct the children.

15. What else will I learn in a training session?

You will learn some useful techniques for classroom management, how to group children for instruction, seatwork suggestions, effective ways to praise and reinforce children and how to put the excitement back into teaching even "difficult" children.

16. Where do I learn the theory and rationale of the programs?

Each program has a teacher's guide explaining how the basic skills were determined and why each step is being taught. At the training session for a particular program, theory will be presented. There are also several books about the Direct Instruction Method available from SRA. Free pre-service and in-service training is available to adopting districts from the Flint Follow Through Resource Center.

17. Why do Direct Instruction teachers use hand signals?

Most of the child responses called for in the Direct Instruction programs are group responses, because group responses are the fastest, most effective way for a teacher to get necessary feedback. A hand signal helps the group of children know when to respond. Without a signal, one child in the group may respond first and cue or lead the others. A clear signal gives each child an opportunity to think of the answer for himself and to initiate his own response, thereby providing the teacher with unambiguous feedback about each individual student. Hand signals are powerful, non-threatening strategies for group control. Effective use of this strategy is also taught at Flint Follow Through Resource Center pre-service training workshops.

18. Do you always use hand signals?

No. When individual children respond, a signal becomes unnecessary. When children do their seatwork, Take-home papers, stories, problems, etc., they work at their own speed. The hand signal is for a group response.

19. Will following a script interfere with my teaching creativity?

NO! It's important to follow the program as it is written. This is true because the many steps needed to teach a basic skill are highly organized and tightly sequenced. During the teacher-directed portion of the lesson, change the focus of creativity from writing your own script to the challenge of praising, correcting and motivating the students. If you regard the scripted lesson as an efficient and refined tool, you will see that it actually frees you to be a more effective and creative teacher.

20. Will being taught this way interfere with the children's creativity?

The Direct Instruction philosophy is that a child needs a certain basic skills before he can realize his full creative potential. The program is designed to teach these basic skills through the Direct Instruction Model. Mrs. Doris Orr, master Teacher-Supervisor of the Flint Follow Through Project, states, "Our teachers feel that Direct Instruction greatly increases the student's creativity. They are more sensitive to themselves and to their environments and become increasingly more expressive in the visual arts, creative writing and in oral language."

DIRECT INSTRUCTION READING

1. How does Direct Instruction Reading differ from most reading programs?

It shares the same goals as most other reading programs--to teach the child to read independently, enjoy his reading, and think creatively about what he has read. Direct Instruction Reading sequences in a different manner the skills needed to reach those goals.

2. What are the major skills taught in Distar Reading?

There are three major skills taught in the 320 lessons that comprise Reading I and II. Mastering these skills has enabled most children to test at a minimum third grade level when they have completed the 320 lessons.

- a. the skill of unlocking, attacking or decoding words
- b. the skill of reading and demonstrating ability to answer oral comprehension questions based on the reading
- c. the skill of reading independently and demonstrating ability to answer written comprehension questions based on the reading.

3. When do the children start to read words?

Word reading starts at the 37th day in the program. In lesson 1 - 36 the children learn critical subskills.

4. Do all children start to read words in a little under two months?

No. Mastery tests are presented as part of the daily lesson on a regular basis. Children who fail such an in-program test are retaught; it will take them a little longer to reach the 37th lesson.

5. Which subskills are taught as readiness for reading?

Direct Instruction Reading has no traditional readiness program. However, the critical subskills needed to decode are taught in the first part of the reading program.

- a. The symbols are taught as sounds and a new symbol is introduced every three to four lessons. This subskill is called sounds. Words to be read contain only the sounds taught to date. Letter names are taught later in the program.
- b. Children are taught to sequence, first with actions presented by the teacher, then by following the arrow and action pictures on the arrow. This subskill is called symbol-action games. Later arrows will be used under the words and stories as the children read.
- c. Children are taught to rhyme. First the children learn to rhyme from words the teacher presents. Later they use this rhyming subskill to decode words in word families.
- d. Children are taught to blend in the subskill called say-it-fast. The teacher says words slowly; either pausing between syllables or drawing out each sound in a word. The children respond by saying each word fast. Later they blend the sounds in a printed word and say them fast to produce the spoken word.
- e. Oral sounding-out or learning to say words slowly is taught in the subskill called say-the-sounds. The teacher orally supplies a word and the students respond by saying the word slowly. The last step in the task is to respond with the word at a normal speaking rate when asked, "What word?"

6. Why do some Direct Instruction letters and words differ from the norm?

Direct Instruction programs use many methods to insure that children will not get into error patterns during the initial learning. As children first learn to read in the Distar programs, certain orthography conventions are used to minimize errors and maximize success. Letters that traditionally have visual similarities are changed slightly so that the children will have fewer discrimination problems. For instance, the Distar "j" is undotted, so that it is more easily discriminable from the "i"; the hump on the "h" is lowered so that it looks different as possible from the "n". Since a predominately regular vocabulary is easier for beginning readers to deal with, Direct Instruction adopts two conventions which allow otherwise irregular words to be decoded as regular words. Certain letters are joined and taught as single sounds. The "sh" for instance, is joined and taught as "shshsh." This allows words like "ship" and "dish" to be decoded easily, as regular words. Silent letters appear in smaller print than other letters, and are ignored during the sound-it-out process, thereby making even more traditionally irregular words easily accessible to the children. These Direct Instruction orthography conventions

are gradually faded during the Direct Instruction Reading II program. By the end of the program the children are reading all words in standard type face.

7. How is comprehension taught in Distar Reading I?

As the children read the day's story out loud, the teacher asks specified comprehension questions. After the group has read the story, the teacher sometimes asks prediction questions about the accompanying picture. Later in the program, the children answer written comprehension questions, and are introduced to a new kind of task, read-the-items. In this task, the children read instructions, answer questions about them, and then follow the instructions.

8. How is comprehension taught in Direct Instruction Reading II?

Children read the day's story out loud and answer oral and written comprehension questions. Children also read workbook stories and answer comprehension questions. The children continue to answer questions about pictures, and to work on read-the-item tasks. Later in the program, the children will be introduced to workbook exercises that teach deductive reasoning and to oral and written review questions, relating to stories read on previous days.

9. Does Direct Instruction Reading teach other language skills?

Direct Instruction Reading is a complete reading program and the language skills necessary for decoding and comprehension are taught. Certain children may need additional language training for comprehension activities. In these instances, Mrs. Doris Orr suggests that the Direct Instruction Language program be used in conjunction with the Direct Instruction Reading programs.

10. Do Direct Instruction Reading I and II teach spelling?

A separate spelling program accompanies each of the reading programs. The spelling programs can be taught to small groups or the entire class, and require 10 - 15 minutes of teacher-directed instruction daily. Use of the spelling component is strongly recommended, as an integral part of the Reading.

11. Do Direct Instruction Reading I and II teach printing skills?

The workbooks provide daily practice in printing letters, words and sentences. Additional practice is to be provided in the classroom with the regularly scheduled seatwork activities.

12. How do I group students for teaching Direct Instruction Reading I?

Very much as you would for other reading programs, with the top group ranging from eight to twelve children, the middle group from six to ten children and the slower performing group from four to six children. Placement tests results or Language facility are good criteria for grouping. Generally, Flint Follow Through Resource Center recommends this procedure for regular classrooms of approximately thirty youngsters.

13. Do students remain in the same group all year?

No. Mastery tests results and daily performance in decoding and comprehension indicate which youngsters should move up or down. Doris Orr strongly encourages flexibility in grouping so that each youngster is challenged daily by working at his individual level.

14. What constitutes a day's lesson in Reading I?

The reading lesson, requiring 30-40 minutes' teaching time for each group, begins with a series of tasks taught from the Teacher Presentation Books. During the first 37 lessons of the program, the tasks focus on the teaching of reading preskills. Later, this part of the lesson emphasizes Reading Vocabulary. Beginning at Lesson 40, the children will next read a story out loud and answer comprehension questions about the material they read. The last part of every lesson is teacher-directed workbook activities, followed by teacher explanation of the independent written work the children will do later. This written work will take the children 10 - 30 minutes daily, and is followed by a work check.

15. What constitutes a day's lesson in Reading II?

The 30 - 40 minute lesson contains material from the various tracks being taught at that point in the program. In the Sounds tracks, the children are taught vowel combinations, letter names, capital letters, the alphabet and other alphabetizing skills. In the Reading Vocabulary track, the children study word families, spell words by their sounds and letter names and become skillful at handling irregular words and words which involve long-short vowel discriminations. In the Stories track, the children read words and sentences in stories containing up to 700 words; they need to sound out only words they have read incorrectly. The lesson also covers the comprehension material discussed earlier, and concludes with 20 - 30 minutes of independent seatwork followed by a workcheck.

16. When do students go from Reading I to Reading II?

If it is within a school year, children go directly from the last lesson of Reading I right into Lesson I of Reading II. If the transition is made after a summer vacation, a test is given to each student to determine the lesson on which he is then performing. This test is found in Storybook I, part of the students' Reading II materials. Test results determine placement in either the Fast Cycle Program, which reviews Reading I skills, or Reading III.

17. What is the Direct Instruction Fast Cycle program?

The Direct Instruction Fast Cycle Program is an accelerated version of Reading I. It covers the skills taught in Reading I in less than half the lessons. It can be used in place of Reading I with high-performing beginning readers or with

children who have been taught in another reading series and then placed in a Direct Instruction Reading II classroom. It can also be used to firm children who have completed the Direct Instruction Reading I program but who need some review before proceeding on to Direct Instruction Reading II. Teaching materials for the Fast Cycle program are included as part of the Reading II kit.

18. Should I skip lessons?

Reading I and II contain in-program tests which specify acceleration procedures for higher-performing groups. It is a good idea to consult with the Flint Follow Through Resource Center Consultant, Project Manager or your local supervisor before beginning more extensive skipping procedures, but if a group of students progresses more rapidly than one lesson per day, they should certainly be given this opportunity. High performing groups in Reading I can sometimes be placed into the Fast Cycle program and thereby cover Reading I skills in only 70 lessons.

19. What about supplementary reading and additional seatwork activities?

The Distar Library Series, a set of paperback books written to accompany Direct Instruction I and II, can be started at day 70 of Reading I. In addition, when groups reach lesson 120 in Reading I, they should begin reading other primer materials. These should be handled as supplementary reading. Supplementary materials should include a wide variety of library books, magazines, newspapers and basal/supplementary primers available in your building.

20. What material should the children use after Reading II?

If the children are firm on the skills taught in Reading II, they can go into any third grade reading materials. A phonetic or linguistic approach would be preferable but students have successfully entered many different reading series. You might also consider Direct Instruction Reading III, a program that teaches children with basic reading skills how to use reading as a tool in learning from upper elementary textbooks.

21. What kinds of students are using the Direct Instruction programs?

All kinds! Youngsters in regular classrooms, in suburban, urban, rural areas have successfully used the materials. The program has been effectively used with bilingual, special education youngsters and older students in compensatory programs. The difference is in the rate at which they proceed through the basic skills. Above average children may finish the 220 - lesson Reading I, Reading II continuum in half the time it takes the slower performers. The reading program has proven very effective in remediation. Children with special problems learn the basic skills in Direct Instruction and teachers report high success provided they have smaller

groups, additional reinforcement, and shorter teaching sessions. In one of the Flint Follow Through Resource Center adoption sites which used the program with mentally retarded youngsters, the average gain was 1½ months for every month taught.

22. Does this different approach to reading work?

According to all indications, yes. There are more than three-quarters of a million children being taught through Distar programs. Youngsters in the Flint Follow Through Project rose from the 18th percentile to the 83rd percentile in reading after having used the Direct Instruction Reading.

DIRECT INSTRUCTION LANGUAGE

1. Should Direct Instruction Reading and Language be taught simultaneously?

Neither program is dependent on the other for its success; however, for children who need to learn basic language concepts as well as decoding skills, teaching them together makes an excellent language arts program.

2. If language is being implemented first, how long should we wait before we introduce Reading?

Not more than two months. Even the lowest-performing children can enter reading by the end of the second month they are in school.

3. Can children start Language II without having had Language I?

Certainly. Children who already have basic language concepts and who have average or above average language ability can proceed directly into level II. There is a placement test and review of Language I at the beginning of the level II program.

4. My children already know about half the material in the Language I program. Could I use the remainder of the program on a selective basis to fill in the gaps in their knowledge?

Language I can definitely be used on that basis. Care, of course, needs to be taken to ensure that the children have all the basic skills they need to do the work in the second half of the program. Flint Follow Through Resource Center Consultants are available, to adopting districts, to assist in this area.

5. Is there good skipping schedules to follow for Language I. My children need all the material, but can move faster than the rate established by the program.

Georgina Hosmer, Flint Follow Through Resource Center Consultant and Project Manager encourages skipping every third lesson after consultation. Keep a close eye on your children's performance. If their skills remain solid, continue with this skipping schedule. If they begin to get shaky, go back to teaching every lesson.

6. What about foreign-language speaking children? Shouldn't we translate the program for them?

There is a Spanish translation of Direct Instruction Language I, that has been developed by the Bilingual Mini Schools. Information about this Spanish language Distar can be obtained by writing to: Dissemination Office, N.E. 425 Maple Street, Pullman, Washington, 99163. The telephone number is (509) 332-5439.

7. How about children who speak different dialects of the English language? Won't our insistence on speaking the "right way" engender inferior feelings in these children?

Children can easily learn to function in more than one language set. We don't suggest to children that they discard their language, but rather that they add "school" language to it. No inferior feelings arise when the problem is approached in this manner. Georgina Hosmer encourages us to remember that there is nothing wrong with youngsters' use of a dialect. "Certainly, though, youngsters must know the language of the school if they are to become successful in school. Direct Instruction Language simply provides the opportunity for competency in acquiring these skills."

8. What age group is Language I designed for?

Direct Instruction Language is designed for students who need basic language rather than for a specific age group.

9. My children always leave out words when they make whole statements. I have repeated the statements over and over for them, but it doesn't help. What should I do?

Children need to say the statement as well as hear it in this situation for the correction to "take". In this case the child must repeat the statement with the teacher many times before he will be able to make it by himself. Correcting this mistake is one of the major difficulties teachers have in teaching Direct Instruction Language. The problem can be solved by consistently attending to the "repeat until firm" direction that follows task segments in which the teacher is instructed to lead the children through the statement.

10. Why is it so important that all the children respond at the same time and at the same rate? Won't this engender robot-like responses?

The children's responses need to be simultaneous in order for the teacher to hear any mistakes that are made. "Robot-like" responses rates are easily cured by the teacher making the statement at a normal rate by herself and then saying "Now say it just like I did." Georgina Hosmer states, "It is absolutely critical that teachers model various and appropriate inflections for youngsters and encourage the youngsters to use normal inflections. With this emphasis, the youngsters are more easily able to internalize concepts taught."

11. Why the emphasis on teaching so many different parts of so many objects in the level I program? Isn't this vocabulary that will fade away for lack of use?

There is no chance of this vocabulary fading away if Level II language is used, because level II reviews these parts, directly and through a series of application tasks. Even if the children should forget the names of some of the parts, the track is still important because its major aim is to give the children practice in organizing information and in learning how to learn new names. These general skills will continue to serve the children long after specific part names have been forgotten.

12. What is the best way to ensure that the Language the children learn during the Direct Instruction sessions will carry over into their everyday conversations?

Additional Language activities may be planned to ensure carry-over. These activities are to be based on the current lesson. Thus the children will begin to use the Direct Instruction Language in other situations. Again, Georgina would have us remember that Direct Instruction Language provides youngsters with an alternative language pattern. Their dialect may still be appropriately used in some, more informal situations.

13. What if a child gives a correct answer to a question, but it isn't the answer printed in the language book? How should the teacher handle this?

If a child gives a correct answer to a question, but it isn't the answer in the book, the teacher should say, "That's right." "Good thinking." or the like. We encourage divergent thinking.

14. What is the main emphasis of the Language I program? How does it differ from the emphasis of the Language II program?

The emphasis of the level I program is on teaching children the language the teacher will be using in the classroom. Language II focuses on analyzing language and using it to describe qualities and relationships observed in the world.

15. What about the use of real objects and pictures other than those found in the books? Would you give some tips on this use?

Real objects are used in the "Actions" track to introduce many of the concepts taught in Direct Instruction Language I. Further use of real objects and pictures are a definite asset to the Language program; however, they should be used in addition to and not instead of the pictures in the book. Their use is particularly effective in activities designed to generalize Direct Instruction language skills to everyday situations. (See question 12 above).

16. What if I have a child who doesn't talk at all? Shouldn't I just leave him alone and not bother putting him in a language program until he matures?

If left alone, the non-verbal child may not become verbal for years. Many children begin talking in Direct Instruction groups because of the frequent peer group responses they hear and also because they see others being strongly reinforced for verbalizing.

17. What is the main purpose of the classification track in the language programs?

Many children are not aware that an object can have two names - - - its categorical name, its specific name. Thus the statement, "This vehicle is a truck." is important. Also the ability to categorize objects in the world around them is essential to reasoning from analogy and other logical operations that require children to focus on features shared by two or more things. Proficiencies in this area enhance the youngsters' visual arts and written creativity.

18. Why is it so important that children learn analogies? Many adults don't even know how to make them.

Analogy skills are important because they form one of the basic reasoning strategies for generalizing to new experiences or for organizing new facts. The Analogies track is also designed to give the children practice in applying what has been taught about classification and about sameness.

19. Do you have any ideas for schedules for kindergarten teacher with a three-hour day who wishes to use both reading and language program, but yet must fulfill his district's requirements as well?

Generally, if the teacher has a teacher-aide, the teacher would teach the reading groups while the teacher-aide directs the language groups. If there are three groups lasting 30 minutes each, this would total $1\frac{1}{2}$ hours of teaching time. If there is no teacher-aide, the teacher could do the three reading groups and then teach a half hour language session to the entire class. In this way all the Direct Instruction teaching would be completed in two hours, leaving one hour entirely free. Through consultation with Flint Follow Through Resource Center staffers and local districts, individual programs which address specific school needs may be developed.

20. Why are most of the children's responses in Direct Instruction divided into two parts first, part of the statement and, then, the whole statement? My children want to give just the whole statement response. Can I allow this?

The partial-statement response is a judgement response. In order for the children to produce this response, they must be firm on the concept. The whole statement response is essentially a motor-skill response. In order for the children to produce this response, they must have the required statement-repetition skills. Since concept and statement-repetition errors require significantly different correction procedures, the separation of partial and whole statement responses enables the

teacher to easily identify the type of problem the children are having and to correct errors efficiently.

DIRECT INSTRUCTION ARITHMETIC

1. Shouldn't children have the experience of manipulating objects - - counting them or putting objects into groups? Aren't you starting with rather abstract concepts? Shouldn't disadvantaged children first experience the concrete?

Some educators believe that only after the child has had many experiences with a concept will he form the abstraction. Unfortunately, many children never learn the generalization. They view each arithmetic problem as a different case and never understand how the problems are related. The strategy used in Direct Instruction Arithmetic is to begin with the rule - - the generalization - - and then relate all problems to the rule. This insures that the child learns the generalization and that she/he can relate the abstraction to a wide range of personal experiences.

2. Does this mean that the teacher should not use concrete objects to teach basic counting and grouping operations?

No. In fact, Mrs. Arzetta Johnson, Flint Follow Through Resource Center Consultant and Project Manager, encourages teachers to provide the children with the experience of manipulating objects (blocks, beads, sticks, etc.) as supplemental activities to the Direct Instruction lesson. Then the children will be able to relate these experiences to the rules and operations they have learned. Of course time is also spent during the 30-35 minute lesson in tracks such as counting objects, counting events in time, and grouping objects which require concrete objects.

3. Why is there so much emphasis on rote responding?

Such skills as counting to a number and identifying symbols must be learned by rote. There is no logical explanation why we count one, two, three, four, five, six . . . instead of gu, bif, org, wix, neet, toz . . . Of course the reason we teach the first counting chain is simply that these words are used by other English-speaking people. As for other skills, such as addition, subtraction, or multiplication, rote answers are not taught. Instead the child is taught the necessary operations to solve such problems.

4. Why is so much time spent on the equality rule?

The equality rule, "You must end up with the same number on this side and on the other side." is the basis for all mathematics. Every problem from beginning arithmetic to higher mathematics uses this rule. Unfortunately, many children never learn this rule. It is not surprising that many high school students have difficulty

solving simple equations such as $9 = 7 + x$. A Direct Instruction child would look at this problem and reason, "We have nine on the left side of the equal, so we must have nine on the other side for the sides to be equal. But we already have seven on the right side of the equal - sssseeevvvveeeerrrr, eight, nine. We must count two more in order to get to nine on this side of the equal. Therefore, x must be two."

5. Why is there an emphasis on algebra problems such as $5 + \square = 8$?

This demonstrates to the child that the equality rule is used to solve a wide range of problems. Also, children will encounter problems of this kind in their everyday lives - for example: A boy had five marbles. He finds some more marbles. We don't know how many he finds, but he ends up with eight. How many marbles did he find? Mrs. Arzetta Johnson, reminds us, too that algebra additions problems create the most problems for school districts as youngsters have difficulty with them on standardized tests. Providing skill development activities in the area of algebra addition solves this problem for teachers.

6. Why does Direct Instruction Arithmetic present problems horizontally rather than vertically? For example: $3 + 2 = \square$ instead of $\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$

Presenting problems horizontally allows for a clearer demonstration of the equality rule. Not only is it obvious that you count to five on each side of the equal, but the equal sign is there to reinforce the equality rule.

$$\begin{array}{ccccccc} 3 & + & 2 & = & \boxed{5} \\ 111 & & 11 & & 11111 \end{array}$$

7. Does Direct Instruction Arithmetic make any attempt to teach children the rudiments of set theory?

Although terms such as set, subset, union of sets, and intersection of sets are not used, the basic concepts are taught. For example: In Direct Instruction Arithmetic the teacher asks the children, "How many do we have in the first group? How many do we have in the second group? How many do we have on this side of the equal?" These questions are analogous to "How many do we have in the first subset? How many in the second subset? How many in the entire set?"

8. But what will happen if children are transferred into a non-Direct Instruction classroom? What difficulties will be encountered with the new math?

Flint Follow Through Project has had favorable reports from receiving teachers regarding the solid arithmetic ability of our Direct Instruction youngsters. The children have little trouble making the transition. Since the basic concepts are taught in Direct Instruction Arithmetic, it is only a matter of learning a few new terms. The meaning of those terms, however, has already been taught. The facileness

of the Direct Instruction Arithmetic students in computation and concept application is greatly appreciated by their new teachers.

9. At the end of Direct Instruction I, what type of problems will children be able to solve?

There are basically three types of problems:

$$\text{Addition } 8 + 5 = \boxed{13}$$

$$\text{Subtraction } 8 - 3 = \boxed{5}$$

$$\text{Algebra Addition } 3 + \square = 8$$

The children will also be able to solve the above problems when presented in story form.

10. Why the little zeros in numerals such as 1⁰2, 1⁰8, or 3⁰6? This is very confusing to me!

The purpose of the little zero is to teach place value. Arzetta Johnson states, "The children must understand that 1⁰4, is simply a four added to a ten. Children easily analyze 1⁰4 as 10 + 4. The youngsters begin to look at each of these numerals in a new way. They see that the ten always appears as a part of the numeral. They can see that eighteen is actually the sum of ten and eight." This concept becomes very important when the operations of carrying and borrowing are introduced.

11. Many of my students have difficulty solving story problems. Will Direct Instruction Arithmetic help in this area?

The story-problem track teaches children how to translate stories into statements of arithmetic. For example, the phrase "she finds three more" translates into "+ 3". The children learn how to translate stories into written statements that can be solved with the procedures they already know.

12. May the teacher write additional problems on the board for the children to solve during the seatwork time?

Yes, as long as the problems are of the same form as those that appear in the workbook. In other words, if subtraction problems have not yet appeared in the workbooks, do not present subtraction problems on the board.

13. What arithmetic facts are taught in Direct Instruction Arithmetic I?

After many children have worked a number of addition problems and after they understand addition as an operation, they begin learning addition facts. They are not required to learn all the addition facts, as they would be in a traditional program. Instead, they learn only 35 basic facts - facts that allow them to make the broadest range of generalizations. They are taught a strategy for solving problems that is based on saying a series of related addition facts instead of drawing lines.

To solve the problem $6 + 3 = \square$, for example, the children start with a plus-one fact they already know: $6 + 1 = 7$. Then they indicate what $6 + 2$ and $6 + 3$ equal. The strategy is based on the idea that statements are ordered $6 + 2$ equals one more than $6 + 1$, and $6 + 3$ equals one more than $6 + 2$.

14. Why is the teaching of arithmetic facts postponed until later parts of the program?

If a child is only taught twenty addition facts, he will be able to solve twenty problems - - assuming that he does not forget any of the rote facts. However, if the child understands the operations of addition, he is in a position to solve hundreds of problems. Therefore, the teaching operations is primary in importance. "Memorization of facts is taught only after the general operations are mastered and for the major purpose of speed in computation," states Arzetta Johnson.

Mrs. Doris Orr, having worked with Direct Instruction continuously since 1968, strongly recommends the use of Direct Instruction Reading, Language and Arithmetic for school districts who have youngsters not function functioning at their maximum capacity.

FOR ADDITIONAL INFORMATION,
PLEASE CONTACT.

MRS. NINA M. JONES, COORDINATOR
FLINT FOLLOW THROUGH RESOURCE CENTER
614 WEST HOME AVENUE
FLINT, MICHIGAN 48905
(313) 762 - 1705

PROJECT "Games Children Play" -- Atlanta Follow Through/Interdependent Learning Model

DESCRIPTORS Class Management, Kindergarten, Mathematics, Primary Education, Reading, Self Concept

TARGET AUDIENCE Approved by JDRP for grades K-3. This program can be used with grades 4-6, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION A program emphasizing use of instructional games and other self-management techniques for children to help them learn problem-solving skills and to reinforce basic skills. The four major Interdependent Learning Model (ILM) developmental goals are independence, interdependence, positive self-concepts, and positive attitudes toward learning. Learning activities are designed to promote these goals and to reflect the culture and environment of the children. The accomplishment of these goals is reflected in improved academic performance. Classroom management, which includes room arrangement, grouping, scheduling, record keeping, evaluation, classroom rules, and team functioning, is one of the most important model processes used to accomplish these goals. Children work in small groups, independent of direct adult participation. Heterogeneous skill-level grouping is encouraged so that children learn from their peers. Children schedule the majority of their own work activities and record and evaluate the results of their own work.

The model combines principles of programmed instruction, cognitive-developmental, and group process theories. A variety of instructional game formats is used to implement these principles. The Transactional Instructional Games are Table Games, Conversation Games, and Street/Folk/Musical Games. Instructional content is "plugged in" to the games according to the children's needs and levels. The Integrated Skills Method of teaching reading is used to coordinate small-group reading instruction in the Direct Approach to Decoding with the basal series used in individual schools. All instructional processes -- instructional games, classroom management system, and reading program -- help children to achieve the four major goals and enable teachers to be responsive to children's interests and learning styles.

As in all Follow Through programs, the ILM implemented in the Atlanta Public Schools has strong parent involvement. Comprehensive health, psychological, and support services are emphasized, in addition to the instructional component. Staff development and evaluation are continuous for all components.

EVIDENCE OF EFFECTIVENESS Average Iowa Test of Basic Skills grade equivalent scores in reading and math (composite) grades 1-3 for Follow Through and non-Follow Through comparison schools in Atlanta (1973-74 through 1976-77): Follow Through sites exceeded non-Follow Through sites in 91.7% of the cases (FT = non-FT, 5.5%; FT < non-FT, 2.8%).

IMPLEMENTATION REQUIREMENTS Successful replication of the ILM program in reading and/or math requires the active support of the local education agency. Supervisory personnel should participate in training activities. Adoption in reading requires funding for one paraprofessional per classroom. Training for an adoption in reading takes seven days and for an adoption in math, four days. Implementation must be for at least one year.

FINANCIAL REQUIREMENTS Approximate cost of materials for an adoption in reading: \$75 per classroom. Approximate cost of materials for an adoption in math: \$50 per classroom. Approximate cost of materials for an adoption in reading and math: \$90 per classroom. Adoptions in reading entail salaries for paraprofessionals (one per classroom). Training and manuals are provided at no cost to adopting sites.

SERVICES AVAILABLE A Follow Through Resource Center. Awareness materials, awareness presentations, and guided classroom observations are available, the last by appointment. Following an agreement to adopt the ILM, the Center provides no-cost training at project or adopter site, follow-up, and assistance in evaluating classroom management, instructional games, and integrated skills method of reading.

CONTACT Stella S. Lewis, Director, or Jeanne M. Gray, Coordinator; Follow Through Resource Center; Atlanta Public Schools; 2960 Forrest Hill Drive Southwest; Atlanta, GA 30315. (404) 762-7206 or -6386.

"Games Children Play..."

Follow Through/Interdependent Learning Model
Atlanta Public Schools

INTERDEPENDENT LEARNING MODEL EDUCATIONAL MATERIALS

Spring 1981

CLASSROOM MANAGEMENT MANUAL

\$15.00

The Classroom Management Manual is a guide to help teachers transform their classrooms into ILM learning communities. The manual (a) provides a comprehensive overview of the ILM, its values, goals, and learning assumptions, (b) explains the basic components of ILM classroom management, and (c) suggests ways to implement management procedures. The manual provides the rationale for each of the components and explains how the components interrelate to create an enriched, cohesive learning environment. The manual can be used by any teacher interested in the ILM approach. (115 pages)

TRANSACTIONAL INSTRUCTIONAL GAMES (TIG)

GUIDES TO THE USE OF STREET/FOLK/MUSICAL GAMES (3 Vols.)

This illustrated three-volume guide can be used to teach children the academic skills and cultural values inherent in traditional song-games, chants, and street games. Each volume contains guidelines for using the games as teaching tools; game descriptions and lyrics; directions for teaching each game; the academic, physical, and social skills that can be learned through each game; and background stories with information that provides a foundation for enriched academic and social experiences. The games, which may be used with children through the 6th grade, are especially suitable for younger children who have not yet learned to coordinate complex conceptual, verbal, and physical activities. Includes Street/Folk/Musical Games Implementation Checklist.

Volumes I and II (which include traditional Afro-American song-games and charts) have accompanying cassette tapes recorded by children that contain the lyrics, melody, and rhythms of each game.

Volume I	- Traditional Song-Games	(75 pages)	\$5.00
	Cassette		\$2.00
Volume II	- Traditional Chanting Games	(65 pages)	\$5.00
	Cassette		\$2.00
Volume III	- Outdoor Street Games	(75 pages)	\$4.00
	No cassette		

CONVERSATION GAMES (3 Vols.)

The purpose of Conversation Games is to further the development of problem-solving, logical thinking, and listening skills. The games emphasize accuracy in communicating ideas rather than the components of language such as grammar, vocabulary, and sentence structure. Although at first glance the games may appear simple, to play them successfully the players must use a variety of complex logic and reasoning concepts. Among other things, the games require the players to observe, compare, analyze, interpret, classify, and summarize information, and to form realistic hypotheses.

The Conversation Games are divided into three volumes, each of which emphasizes a different aspect of oral communication. To some extent, Volume II builds on the skills developed in Volume I; however, it is not necessary to follow a fixed sequence in order to use the games effectively. Each volume contains sample games, game directions, and suggestions for teaching the games.

Volume I	- <u>People Times</u> . Games that stimulate active seeking, exchanging, verifying, and organizing of information. (87 pages)	\$5.00
Volume II	- <u>Experiences</u> . Games that foster the use and sharing of imagination. (87 pages)	\$5.00
Volume III	- <u>Solutions</u> . Games that reinforce inquiry, precise observation, and the skills required to organize information. (70 pages)	\$7.00

READING PROGRAM

<u>DAD - DIRECT APPROACH TO DECODING MANUAL</u>	\$4.00
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DAD is a carefully structured phonics program based on eight years of research conducted in ILM classrooms and in programs supported by the New York State Department of Mental Hygiene. This manual provides specific step-by-step instructions for teaching phonic decoding skills, including sound-symbol recognition, auditory blending, and visual ordering. The lessons are designed for small groups of children and utilize the principles of programmed instruction, i.e., clearly specified objectives and sub-objectives, cumulative learning, critical response, immediate feed-back, positive reinforcement. (72 pages).

<u>ISM - INTEGRATED SKILLS METHOD MANUAL</u>	\$3.00
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Integrated Skills Method is a teacher-oriented approach to reading instruction that combines the instructional content of the DAD phonics program with any standard basal reader series. Content is based on readily available instructional materials. Teaching techniques are flexible and emphasize teacher understanding of relevant skill objectives and how to vary instruction to meet the needs of individual students. Includes ISM Curriculum Outline Forms and ISM Guidelines. (64 pages).

RPFS- READING PROGRESS FEEDBACK SYSTEM MANUAL (revised)

\$5.00

Written for teachers, teacher trainers, program evaluators and administrators, this manual contains directions for continuously monitoring children's progress in reading when using the Integrated Skills Method. Reading placement information is used to compute progress for individual children, classes, and schools. The system is designed to identify children who require special assistance. The manual describes a computer program which has been developed that can be used to prepare periodic summary placement and progress reports.) (35 pages)

PST - PHONICS SKILLS TEST MANUAL

\$2.50

The Phonics Skills Test is a content-referenced test keyed to the DAD phonic program. The PST can be used to determine each child's placement in the phonics program, to diagnose individual strengths and weaknesses in specific reading skills, and to assess overall progress in reading instruction. Composed of four skill subtests (letter sounds, phonic decoding, sound blending, and oral reading), the PST is individually administered. The PST has been administered in kindergarten and grades one through five. Test results and validity information are available. PST Score Sheets (Form A and B) are included. (30 pages).

DST - DECODING SKILLS TEST (Interim) MANUAL

\$3.00

The Decoding Skills Test is a criterion-referenced test of word recognition skills which samples the content of a broad range of reading programs currently in use in grades one through five. The DST is based on the Integrated Skills Method in that it measures sub-skills of word recognition in three areas included in the ISM format: Basal Vocabulary Development (Subtest I), Phonic Decoding (Subtest II), and Oral Reading (Subtest III). The DST can be used to determine a child's approximate reading level placement in most reading programs as well as to diagnose strengths and weaknesses in the areas of decoding and oral reading. Two versions of the test, which differ in terms of administration time and presentation material but not in terms of actual content are available. DST Score sheets are included. (72 pages).

DST Presentation Materials (Long Version)

\$20.00

DST Presentation Materials (Abbreviated Version)

\$10.00

The following guidelines and forms, some of which are included in the manuals, are available at prices listed on the back page. This material may be reproduced by non-profit educational institutions for their own use (but not for sale or distribution) without written permission from the publisher. All reproduced material must bear the copyright of the Interdependent Learning Model.

Reading Program

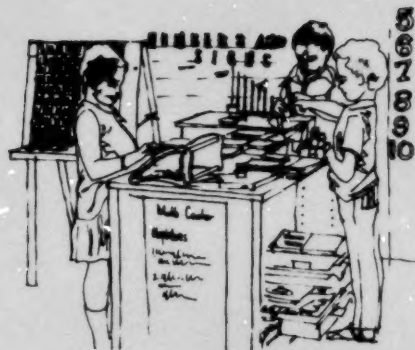
<u>Integrated Skills Method Curriculum Outline Form</u>	75¢ each
<u>Integrated Skills Method Checklist</u>	75¢ each
<u>PST Score Sheets; DST Score Sheets - Form A or B</u>	75¢ each

Transactional Instructional Games

<u>Street/Folk/Musical Games - Implementation Checklist</u>	25¢ each
<u>Conversation Games - Implementation Checklist</u>	25¢ each

Please make all checks or money orders payable to the Interdependent Learning Model and mail to:

Interdependent Learning Model
Graduate School of Education
Fordham University
Thebaud Hall - Room 304
Bronx, New York 10458



Classroom Management

ROOM ARRANGEMENT

Classrooms are arranged to provide for large and small group activities through the use of:

- interest (curriculum) areas,
- learning centers,
- listening stations.

Established traffic patterns promote freedom of movement and peer interaction. Materials are accessible and available to students.

SELF-SCHEDULING

Students select activities and are responsible for their learnings. A choice board is one of the various techniques used for helping students make decisions as to how they will schedule their work.

SELF-RECORDKEEPING AND SELF-EVALUATION

Students are expected to record their activities and evaluate the results of their efforts.

Instructional Games

Games are an integral part of the teaching process because:

Games

- are motivating and involving,
- promote cooperation,
- help build self-confidence,
- provide feedback,
- can be easily designed,
- introduce or reinforce skills,
- use children's culture,
- are fun.

TABLE GAMES

A variety of game formats provides experiences for learning the basic skills. Any instructional content can be "plugged in" these games.

CONVERSATION GAMES

This sequence of verbal games and activities helps children develop or improve conversation skills.

People Times — question-asking and descriptive language skills

Experiences — creative and expressive language skills

Solutions — problem-solving skills

STREET / FOLK / MUSICAL GAMES

You have probably seen children playing these kinds of games which have been adapted for classroom use to emphasize musical, physical, and social skills.

Volume I — traditional folk songs

Volume II — handclaps and chants

Volume III — outdoor games

Reading Instruction

DIRECT APPROACH TO DECODING (DAD)

DAD is a sequenced phonics reading program. Kindergarten children begin with sound blending, picture naming, and left to right ordering, then move into recognition of sight words and oral reading. The program continues through third grade using a step-by-step procedure of teaching sound blending for new words, new letter sounds, phonic decoding, new sight words, oral fluency, and comprehension.

INTEGRATED SKILLS METHOD (ISM)

ISM is a highly motivating procedure for integrating the skills and content of the Direct Approach to Decoding (DAD) with any basal reading program. The teaching team prepares the students for a successful reading experience by first presenting all necessary reading skills in a sequence. The reader then applies these skills to basal readers and story books. Emphasis on each skill is varied to meet the needs of individual children.



PARENT INVOLVEMENT



Parents are involved in program planning and decision making. For example, the PAC approves and signs the annual proposal.

Recognizing that parents are their children's most important teachers, the parent involvement component of the Atlanta Follow Through Program is responsible for getting parents involved in all aspects of the program. The social worker has responsibility for coordinating both social services and parent involvement. She supervises a team of paraprofessional family workers who provide activities for parents and make home visits. The social worker also coordinates the activities and functions of the Policy Advisory Committee (PAC) which is the official Follow Through parent organization.

A well-furnished parent room located in each school is the gathering place for parents to meet each other and begin to learn about the opportunities available to them. Informal participation through social, cultural, and recreational activities helps parents get to know the Follow Through staff and become familiar with parent activities that are more than PTA. Formal participation through the Policy Advisory Committee (PAC) and/or as a volunteer in the classroom enables parents to act in an advisory capacity and participate in program planning.



"Games Children Play . . ." can be used both at home and at school. (Children benefit from continuity.)

Increased participation in the parent involvement program helps parents gain a deeper understanding of the goals of Follow Through and their role and rights as parents. When parents are trained to make and use the materials developed by "Games Children Play . . ." at home and as volunteers in the classroom, their children's instructional program is enriched. Extensive involvement helps parents develop leadership skills and more positive self-images.

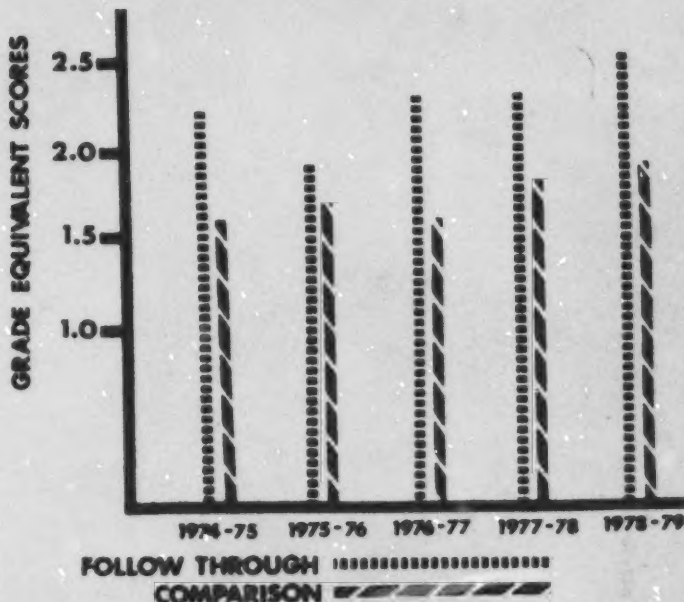
EVALUATION AND VALIDATION

STUDENT OUTCOMES

To determine the impact of the Atlanta Follow Through Program on children's achievement scores, a comparison group was chosen early in the program's development. Comparison schools were matched with Follow Through schools on the basis of socio-economic level, academic achievement, and geographic proximity. Scores on standardized tests have been computed and compared over the years to determine the effect of the Follow Through Program on children's achievement. Other instruments designed to measure affective growth have also been used to determine the program's impact on the self-concept of the child.



AVERAGE GRADE EQUIVALENT SCORES IN READING ON THE IOWA TESTS OF BASIC SKILLS (ITBS) FOR FOLLOW THROUGH AND COMPARISON CHILDREN IN THE FIRST GRADE IN ATLANTA PUBLIC SCHOOLS FROM 1974-75 THROUGH 1978-79



Standardized instruments that have been used to assess and compare Follow Through and comparison children are:

Metropolitan Achievement Test
Iowa Tests of Basic Skills
Metropolitan Readiness Test
Coopersmith Self-Esteem Inventory
Test Anxiety Scale for Children
Raven's Progressive Matrices Test
Intellectual Responsibility Scale
Cooperative Preschool Inventory
California Achievement Test

Additional instruments developed through the model sponsor have been used to measure children's reading progress.

RHYME TIME

In Rhyme Time, players are given a word and by asking questions try to guess a second word which rhymes with the first. They are not allowed to ask about the word directly but instead must phrase their questions so that they define or describe it. The game is fun and fast-moving.

LEARNING OBJECTIVES

To ask questions about a word without naming it.

To review words with common endings.

To reinforce auditory discrimination of beginning consonant sounds.

To reinforce vocabulary development.

GAME MATERIALS

A "Rhyme Time" deck of cards. Each card has a word written on it. The words should be those with which many other words rhyme.

A bottle.

GAME DIRECTIONS

1. Everyone sits in a circle. One person spins the bottle to find the first pair of players. They draw a card from the "Rhyme Time" deck. One of the pair says, "We're thinking of a word that rhymes with...." ("We're thinking of a word that rhymes with cat.")
2. The other players ask them questions about the rhyming word. The questions are asked by defining or describing the word rather than by asking about it directly. (e.g., "Is it the opposite of skinny?")
3. The pair takes turns answering the questions. Their answer must include the word they believe the player is talking about. (e.g., "No, it is not fat.") If the pair cannot guess the word the player is asking about, the player should tell them.

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SAMPLE GAME

The pair of players draws the word lake. They say "We're thinking of a word that rhymes with make."

John: "Is it something good to eat?"

Player #1: "No, it is not a cake."

Robert: "Does it mean the same as phony?"

Player #2: "No, it is not fake."

Gloria: "Is it something you use to take leaves off
the grass with?"

Player #1: "No, it is not a rake."

Ralph: "Is it an animal that is long and skinny
and bites?"

Player #2: "No, it is not a snake."

Lauren: "Is it a body of water?"

Player #1: "Yes, it is a lake."

HINTS FOR THE TEACHER

1. Introductory Activities

- a) Discuss rhyming words with the children. Have them make lists of rhyming words.
- b) The following guessing game will help to familiarize the children with playing with rhyming words. One player draws a card from the "Rhyme Time" deck and says "I'm thinking of a word that rhymes with ____." The other players try to guess the word he is thinking of. (e.g., "Is it cat?" "Is it mat?", etc.)
- c) The skill of describing something without naming it is used in the EXPERIENCES game, Describe It.

2. Other Hints

- a) It is a good idea for the pair of players who draw the word from the card deck to think of as many words as possible which rhyme with it so that when they are asked a question, they will be able to answer it easily.
- b) Rhyme Time is an excellent game for reviewing word families, words which have a common ending. It helps reinforce word meanings as well as phonic skills.
- c) Each player must listen carefully to the questions and answers given before his or her turn in order to avoid asking about the same word twice.
- d) Some sample "word family" lists have been included.

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SAMPLE "WORD FAMILY" LISTS

<u>-an</u>	<u>-at</u>	<u>-it</u>	<u>-ip</u>	<u>-ap</u>	<u>-in</u>	<u>-ig</u>	<u>-at</u>
can	bat	bit	hip	cap	bin	big	bet
Dan	cat	fit	rip	gap	din	dig	get
fan	fat	hit	sip	lap	fin	fig	jet
man	hat	pit	tip	nap	gin	jig	let
pan	mat	sit	drip	map	kin	pig	wet
ran	pat	wit	flip	rap	pin	wig	net
tan	rat	flit	grip	tap	sin		pet
van	sat	grit	slip	clap	tin		set
bran	brat	slit	trip	flap	win		wet
clan	flat	split	whip	slap	grin		fret
plan	scat		lip	snap	spin		
			nip	strap	skin		
				trap	thin		

<u>-ag</u>	<u>-ad</u>	<u>-im</u>	<u>-ame</u>	<u>-ate</u>	<u>-ake</u>	<u>-ill</u>	<u>-ump</u>
bag	bad	dim	came	date	bake	Bill	hump
gag	dad	him	dame	fate	cake	fill	hump
laq	fad	Jim	fame	hate	fake	hill	dump
nag	had	rim	game	late	lake	kill	jump
rag	lad	Tim	lame	mate	make	will	lump
sag	mad	brim	name	rate	rake	pill	pump
tag	pad	grim	same	grate	sake	will	chump
wag	sad	slim	tame	slate	take	drill	plump
brag	glad	swim	blame		wake	skill	slump
drag		trim	flame		brake	spill	thump
flaq			frame		flake	still	
snag					shake		
					snake		

SAMPLE "WORD FAMILY" LISTS (CONTINUED)

<u>-ack</u>	<u>-ay</u>	<u>-ug</u>	<u>-op</u>	<u>-ed</u>	<u>-ot</u>	<u>-un</u>	<u>-all</u>	<u>-old</u>
back	day	bug	hop	bed	cot	bun	ball	bold
Jack	gay	dug	mop	fed	dot	fun	call	cold
lack	hay	hug	pop	led	got	gun	fall	fold
pack	lay	jug	top	Ned	hot	run	hall	gold
rack	may	mug	crop	red	lot	sun	tall	hold
sack	pay	rug	drop	Ted	not	spun	wall	old
tack	ray	tug	flop	bled	pot	stun	small	sold
black	say	chug	shop	fled	blot		stall	told
crack	way	drug	stop	sled	plot			scold
shack	clay	plug			shot			
slack	play	slug			slot			
stack	stray	smug			spot			
track	tray	snug			trot			

<u>-ank</u>	<u>-ain</u>	<u>-ail</u>	<u>-ight</u>	<u>-est</u>	<u>-unk</u>	<u>-ell</u>	<u>-ear</u>	<u>-ow</u>
bank	gain	bail	light	best	bunk	bell	dear	bow
rank	lain	fail	fight	lest	dunk	fell	fear	low
sank	main	hail	might	nest	hunk	sell	hear	row
tank	pain	mail	night	pest	junk	tell	near	sow
blank	rain	nail	right	rest	sunk	well	rear	tow
crank	vain	pail	sight	test	drunk	yell	tear	blow
drank	brain	rail	bright	vest	flunk	shell	year	flow
flank	drain	sail	fright	zest	skunk	smell	clear	gloss
frank	grain	tail	slight	crest	spunk	spell	smear	know
plank	plain	frail			trunk	swell	spear	slow
prank	train	trail						snow
spank		snail						thow
thank								

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PROJECT Individualized Language Arts: Diagnosis, Prescription, and Evaluation

TARGET AUDIENCE Approved by JDRP for grades 3-6. This program has been used in other settings with grades 1-2 and 7-12, language arts, English content-area classes, college basic skills programs, adult education programs, special education programs, and independent and supplementary programs in written composition, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION A project combining a language-experience approach with techniques derived from modern linguistic theory to enhance skills in written composition. At least three times a year, the teacher evaluates writing samples composed by students on self-selected topics. Utilizing criteria common to nearly all language arts programs, the teacher is then able to assign priorities to the needs of the whole class, groups of students, and individual youngsters. For each objective stemming from this diagnosis, a teacher's resource manual prescribes a variety of writing or rewriting techniques for all content areas involving writing. Motivation for writing is strengthened by a "communication spiral" that links composition to the other language arts and to real-life experience. A record keeping system permits students, teachers, administrators, and parents to observe growth in writing proficiency from month to month and grade to grade. The program can be combined readily with existing language arts curricula and objectives.

EVIDENCE OF EFFECTIVENESS Since 1971, evaluations utilizing holistic or criterion-referenced designs with writing samples from students, grades 1-12, in a variety of settings (urban, suburban, and rural) consistently show significant gains in vocabulary, sentence structure, organization, mechanics, and grammar for students in ILA classes.

IMPLEMENTATION REQUIREMENTS District makes a definite commitment to improving basic writing skills of all students. District sends initial cadre of teachers and administrators to New Jersey (or elsewhere by arrangement) for two-day training and purchases copies of Teacher's Resource Manual and Management Manual (for administrators). District assumes responsibility for extending program to other grades, classes, and/or schools in future years, with trained administrators conducting inservice programs. District reports to project (directly or through NDN Facilitator) on extent and quality of implementation.

FINANCIAL REQUIREMENTS District assumes (or shares with NDN Facilitator) the costs of releasing teachers and administrators for training workshops. District assumes (or shares with NDN Facilitator) per diem, travel, and lodging costs for project staff. Teacher's Resource Manual: \$10 per copy. Management Manual (for administrators): \$2 per copy.

SERVICES AVAILABLE Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project site only during three to four weeks throughout the year (all expenses must be paid, including trainees' travel and per diem and \$10 for manual). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

CONTACT

Jeanette Alder, Project Director; Woodrow Wilson School; Hauxhurst Avenue; Weehawken, NJ 07087 (201) 865-1506.

WEEHAWKEN PUBLIC SCHOOLS

Weehawken, New Jersey
Dr. Richard E. Onorevole, *Superintendent of Schools*



Individualized Language Arts:

- diagnosis
- prescription
- evaluation

Mrs. Jeanette Alder
Project Director
Mrs. Rita Ezor
Project Disseminator
Wilson School
Hauxhurst Avenue
Weehawken, N.J. 07087
Telephone: (201) 865-1506

INDIVIDUALIZED LANGUAGE ARTS (ILA) is a nationally-validated Title IV-C program in Written Composition, grades K-12....

ILA has been successfully implemented in urban, rural, and suburban schools ... promotes writing skills in the content areas, as well as in Language Arts and English ... relates writing to reading, speaking, and listening ... can supplement any writing programs and materials now in use, or can serve as an independent Composition program.

ILA offers two-day in-service workshops for teachers, resource personnel, and administrators ... advice on implementation, evaluation, and extension of the program ... special training for Turnkey Trainers in your school or district.

ILA materials are inexpensive, one-time purchases; sold at cost: a Teachers Resource Manual ... a Management Manual ... A-V materials for awareness and training.

A Developer/Demonstrator Project — National Diffusion Network

How Does ILA Work?

ILA combines a language-experience approach with over 25 language-manipulation techniques (strategies) that help youngsters to plan, write, and improve their own compositions. Students are asked to do some writing, applying whichever techniques they need, almost every day ... in the content-areas as well as in Language Arts or English. Constant use of the techniques affords even the slowest students a sense of accomplishment as their writing skills improve. ILA also motivates writing and editing by encouraging youngsters to read their compositions aloud to each other. It gives them an appreciation of writing as a vehicle for communicating one's ideas and feelings.

How Are The Techniques Selected?

Teachers take writing samples from each class at the beginning, middle, and end of the year ... or more often, if they wish. Utilizing a list of common Language Arts -- English criteria in the ILA Resource Manual (or their local objectives), they examine the samples for serious writing needs and set up priorities. Next, the Resource Manual tells them *which* prescriptive techniques to teach the class to apply, so that these needs can be met -- starting with highest-priority needs. The Manual then shows the teacher, step by step, *how* to teach the techniques. As particular writing objectives are reached, the teacher directs the students to techniques which will help them to overcome problems of next-highest priority ... and so on. A cumulative Writing Checklist reminds the class to employ the techniques during *every* writing activity.

How Does ILA Help The Teacher?

ILA makes it possible for the teacher to teach writing more efficiently. The techniques deal directly with the most important writing needs of a class, group, or individual student. Learned through frequent application, they help youngsters to become less dependent on the teacher when given a writing assignment. The assignments themselves are an integral part of learning activities in the content-areas. Instead of consuming *more* time, the ILA program actually *saves* time for busy teachers by showing them how to include short, frequent, and purposeful writing assignments in each day's lesson plan, so that children's skills are constantly reinforced.

What Can A School District Expect From ILA?

Formal and informal evaluations from urban, suburban, and rural districts since 1970-71 have shown clear-cut superiority in every aspect of Composition: organization, style, vocabulary, sentence structure, usage, punctuation, and spelling.

How Can ILA Be Introduced?

Implementation can begin on any grade level(s), with training of an initial cadre of teachers and administrators, and can then be extended to other grades and schools as additional personnel are trained. ILA conducts two-day workshops throughout the year, in New Jersey and other states. Schedules are available from ILA or your State Facilitator. There is no charge for New Jersey workshops; for workshops elsewhere, trainers' per diem fees and travel expenses, if any, should be negotiated through your State Facilitator.

The only other start-up cost is \$10.00 per copy for the ILA Resource Manual.

ILA involves no maintenance costs. Follow-up services, however, are available from ILA on the same basis as initial training.

Materials Order Form

Teachers Resource Manual, 279 pp. (Comprehensive guide to program use)	\$10.00 per copy, postpaid
Prospectus, 16 pp. (Introductory discussion of program)	\$1.00 per copy
Overview brochures to describe program	Available free of charge for limited quantities
Overview filmstrip and cassette	\$20.00

Check or school invoice must accompany order and should be made out to:

Weehawken Board of Education — ESEA, Title IV-C

INDIVIDUALIZED LANGUAGE ARTS • Wilson School • Hauxhurst Avenue • Weehawken, N.J. 07087

Please send me _____ copy (ies) of _____

Check or Invoice in the amount of \$ _____ is enclosed.

Name _____ Title or Position _____

School _____

Address _____

City _____ State _____ Zip _____

What procedure do our teachers follow in diagnosing students' writing needs and prescribing techniques?

Three times a year, the teacher asks each student to submit a writing sample on a topic of his own choosing.

Then the teacher reads through the class set of papers, *without* a marking pencil, to get a general overview of the writing competence of her pupils.

Using a Diagnostic Grid Sheet, the teacher reads each paper a second time and indicates on the Diagnostic Grid Sheet the specific needs of each student.

Having done this, she sets priorities on the basis of the greatest needs of her class, taking into consideration the age, maturity, and interests of her students.

The Diagnostic Grid Sheet

The Diagnostic Grid Sheet, which is included in the Resource Manual, is simply a convenient and efficient means for recording the teacher's diagnosis. It was devised on the basis of a wide spectrum of objectives common to Language Arts and secondary English curricula, and it should be used flexibly **to suit a teacher's instructional purposes and her syllabus or grade-level objectives**. We recommend that the Diagnostic Grid Sheet be utilized by a teacher only after she has had the opportunity to use the techniques experimentally, and note their effect on her students' writing, for a year or so. We suggest, too, that for early primary grades the program be developmental only, without reference to a Diagnostic Grid Sheet, because very young students may be presumed to show needs of **every kind** in learning to write.

Keeping in mind the major writing needs that she has identified, the teacher then chooses, from the Resource Manual, techniques which will help her students to meet these needs. Usually, she can select from among a number of different techniques to cope with any one need, and so she also keeps the maturity of her class in mind in picking the techniques she wants to use. **The Manual correlates each technique with specific objectives, to help teachers with this step.**

She deals with the highest-priority needs first. When future compositions show that the students have learned how to meet their most obvious needs, she begins to attack problems of lesser seriousness, and chooses new techniques accordingly.

How can the teacher and pupils be sure they are applying the techniques?



As she teaches each technique to the class, the teacher starts with well-motivated *group* compositions and then helps the students to carry out the technique on their *individual* compositions. The teacher works cooperatively with the class in making up a Writing Checklist. This is a list of simply worded questions or directions which students use to remind themselves to use the techniques during every writing activity. Sample items are given with each technique in the Manual. The Checklist is cumulative. It is built up gradually as the teacher and pupils move from the original, high-priority needs to those of less seriousness. When the teacher works with individual pupils to improve their compositions, or students work with each other, they refer to specific items on the Checklist for evaluation and recommendations. Thus, our project teaches students to become *editors* as well as *writers*.

Is there a suggested general sequence of activities for helping students to become better writers?

To *motivate* students, our program follows a "communication spiral" which links together all of the language arts

- (1) Each writing activity begins with a motivational experience. A few of the large variety of activities which our teachers have employed to stimulate pupils to want to write are:

Field trips (even if just around the school or neighborhood)

Personal reactions to literature, drama, films or TV broadcasts, assembly programs, music, art, architecture, sculpture

Sharing of experiences, attitudes, and opinions on relevant topics and issues

Scripts for plays, student-made movies, special programs

Laboratory or "how-to-do-it" projects in Science, Shop, Home Economics, Health Education, etc.

Class logs, diaries, literary annuals

Student-made "textbooks" in content areas

School or class newspapers

Letters to servicemen, absent classmates, parents, friends, public figures, editors, etc.

- (2) Discussion is the next step. With encouragement from the teacher, the students plan the writing activity as their reaction to, or interpretation of, the motivating experience.

- (3) They then *improve* or *rewrite* the first drafts of their compositions, using whatever techniques the teacher has taught them in order to meet their writing needs, and has indicated on the class Writing Checklist (see p. 11).

These techniques are intended to help students (a) to **organize** their compositions, paragraph by paragraph; (b) to utilize their oral, reading, and technical vocabularies to **enrich** their compositions with helpful and interesting details; (c) to achieve **variety** of vocabulary, grammatical constructions, sentence types, and sequencing of ideas; and (d) to utilize correct **usage, punctuation, and spelling**.

The improvement, visible to the students as well as the teacher, itself provides satisfaction and hence motivation.

- (4) Further motivation occurs in the next phase of the spiral, in which compositions are read aloud. This step is an additional way in which students can "edit" their own or other pupils' writing. More important, it leads to a discussion of the ideas and feelings expressed through the writing, and therefore reinforces for students (from the early grades on) the concept that **writing is serious, meaningful communication**, which merits all the careful effort that a student can apply to it.
- (5) As a final step, the teacher uses this round of reading-aloud and discussion as the occasion to introduce the next motivating experience; and thus the spiral continues.

What provisions have we made for on-going diagnosis, prescription, and evaluation of students' progress?

A cumulative folder is kept for each student and, at the end of the year, is passed on to the next teacher. Each year, the three dated writing samples are added to the folder, and these are kept for a period of three years so that the teacher can analyze the growth made by each pupil. Each June, students are encouraged to rewrite an earlier composition (written the previous September), incorporating the new skills they have acquired. Students also have free access to their folders so that they may be continuously aware of their growth and improvement.

The diagnostic procedure is repeated three times throughout the year. The second (mid-year) diagnosis shows the teacher how much progress the students have made, so that she can re-order her priorities for the rest of the year. The year-end diagnosis gives the teacher a record of the progress made throughout the year, and of any continuing needs that should be brought to the attention of the pupils' next teacher the following year.

PROJECT Kenosha Model: Academic Improvement Through Language Experience

TARGET AUDIENCE Approved by JDRP for students grades K-2. This program has been used in other settings with grades 3-10, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION An individualized program to improve communication skills utilizing the language experience approach. Public and nonpublic school classroom teachers refer low-achieving students to the Title I resource room for individual assessment. Following the educational assessment, the resource teacher selects those students in the greatest need. A Personalized Performance Plan is developed that considers the area of deficiency, the student's learning style, and the instructional techniques to be followed in correcting the deficiency. The plan is flexible and can be modified as the needs of the student change. The language experience approach to instruction is utilized. Instruction follows the assumption that students can speak about that which they have experienced, write about that which they have spoken, and read about that which they have written. At the parent project, a teacher and two aides serve each resource room. Instruction is individualized and takes place in small groups. This project serves approximately 1,200 students during the school year and 450 in the summer. Intensive inservice and parent participation are essential components of this program. Target schools are established by ESEA Title I low-income guidelines. Students served are selected from those scoring in the lowest quartile on standardized tests. Kindergarten students are selected from those referred by classroom teachers.

EVIDENCE OF EFFECTIVENESS Students evaluated are from low-income urban schools. The JDRP validation is based upon positive results on the Peabody Picture Vocabulary Test and the Peabody Individual Achievement Test. Recent results on the PPVT, PIAT, and Gates-MacGinitie in grades K-10 show an average growth in excess of 1.5 months per month in the program.

IMPLEMENTATION REQUIREMENTS The staff must be committed to the language experience approach to instruction. Close liaison between the resource room and classroom is required. All teachers should have classroom experience plus additional education in communication skills. Potential adopters are encouraged to send staff members to visit the program.

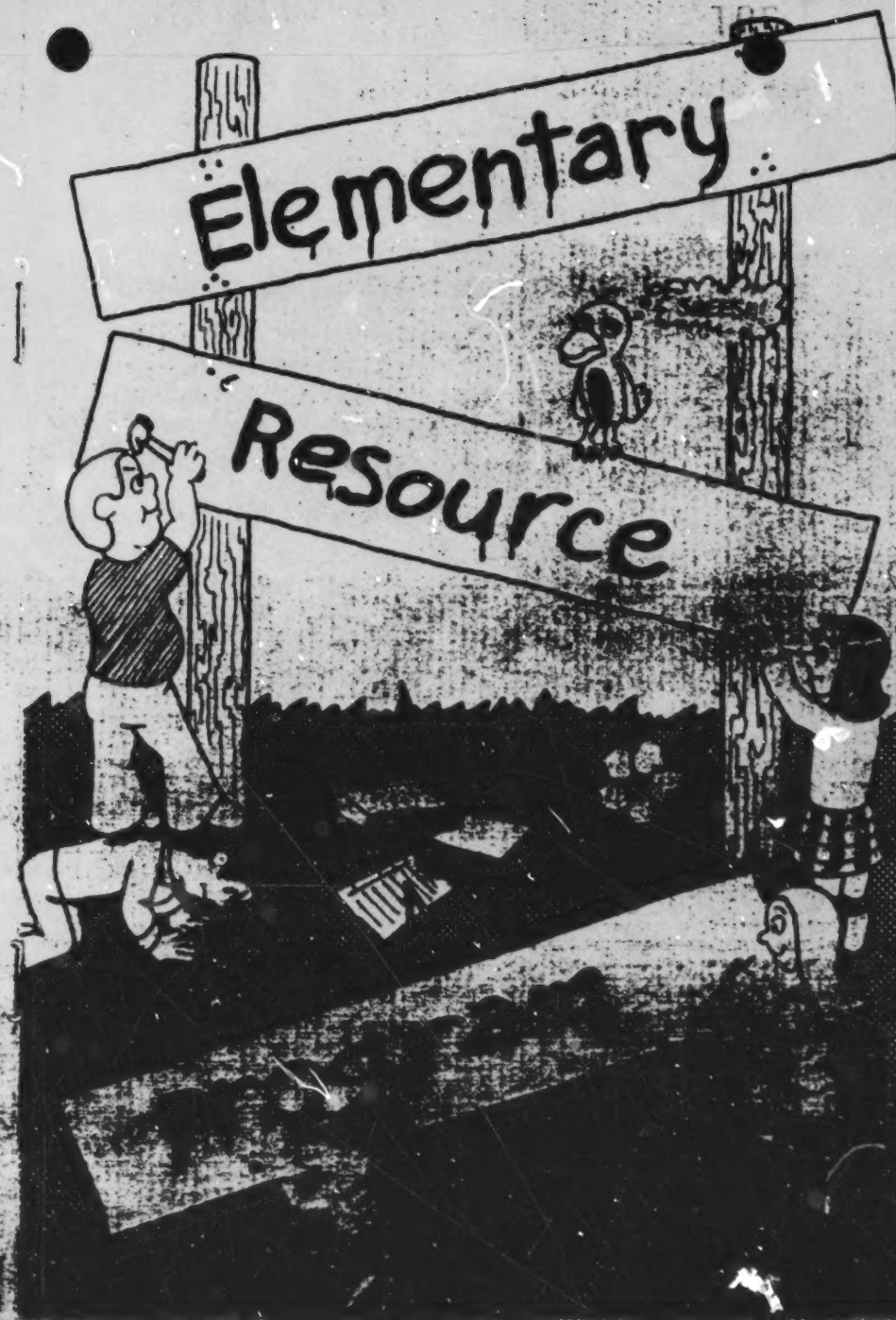
FINANCIAL REQUIREMENTS In addition to the staff required for program implementation, approximately \$10 per student is required for materials.

SERVICES AVAILABLE Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

CONTACT Tom Zuhlke, Program Director; Kenosha Unified School District; 812 50 St.; Kenosha, WI 53140. (414) 656-6378 or -6380.

The Kenosha Model:
Academic Improvement
Through
Language Experience

Kenosha Unified School District
625 52nd Street
Kenosha, Wisconsin 53141
Telephone 414-656-6378



the experience plan

sample



Visit to the Farmer's Market

operation of an outdoor vegetable market.
touch, and taste fresh, unpackaged, locally-grown
vegetables.
costs, measure weight, and learn how to handle

LEARNING DEVELOPMENT:

pound	weigh
ounce	scale
peck	(all the various
quart	vegetables found
	in the market)

GROUP EXPERIENCE:

- Divide vegetables into equal parts to learn about fractions.
- Count change, list prices, total costs.
- Compare a supermarket and compare the prices to those at the farmer's market.
- Grow and prepare vegetables for cooking stew, follow a recipe, and develop a booklet.
- Use an illustrated seed catalog to discover unusual fruits and vegetables as well as those that are cultivated in the local area.
- Discuss the growing season and climate requirements needed to grow the vegetables selected by the student's (use seed catalog.)
- Discuss the problems and benefits of growing vegetables.
- Observe and examine at different times of day, with or without sun, the growth of the plants.
- Use seed catalogs or use real seeds to grow plants according to what they are, roots, stems, leaves, etc.

elementary resource program

Student Selection

Selected children, referred by the classroom teacher and principal, are eligible elementary participants.

Individual Assessment

Once selected, each student then is given a locally developed abilities survey and a standardized achievement test. Additional tests are available for further assessment.

Scheduling and Grouping

Resource Center Teachers work closely with the classroom teachers in scheduling students approximately thirty minutes per day, five days a week. The size of the groups will vary according to the activity and the needs of each student. Learning centers are used where appropriate.

Personalized Performance Plan

The Resource Center Teacher develops a written Personal Performance Plan for each student. It is based on the findings of the initial assessment. The plan includes testing results, educational objectives and program content. This plan changes as the student's needs change.

Academic Improvement Through Language Experience

The learning experience is based upon the philosophy that students can speak about that which they have experienced, write about that which they have spoken, and read about that which they have written.

Content Area Experiences

Some of the experiences in the English area include writing notes, letters, and poems.

The learning experience is based upon the philosophy that students can speak about that which they have experienced, write about that which they have spoken, and read about that which they have written.

HOW TO MAKE A WINDOW BOOK

1 ENCOURAGE CREATIVE THINKING. ASK STUDENTS TO THINK OF A STORY TO WRITE ABOUT... THEMSELVES!

2 NEXT IS THE PRE PLAN STAGE. GIVE EACH STUDENT A SHEET OF LARGE NEWSPRINT TO MAKE A ROUGH DRAFT OF THE STORY OR PICTURES. DEVELOP SEQUENCE. DECIDE # OF PAGES. TAKE A PHOTO OR ASK EACH STUDENT TO MAKE A SELF PORTRAIT.



4 IN PENCIL, NUMBER THE PAGES. REMEMBER THE 1st PAGE WILL HAVE THE PICTURE/PHOTO. GLUE THE PICTURE IN PLACE.

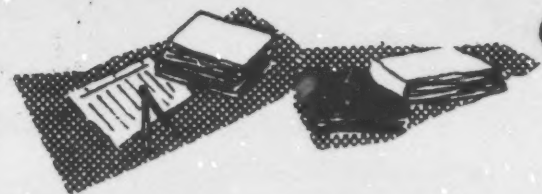
3 FOLD THE CORRECT AMT. OF 8X11" WHITE PAPER IN HALF. PUT TOGETHER WITH A PAPER CLIP. IT LOOKS BEST IF ONLY ONE SIDE IS USED.

5 SKETCH OR COLOR IN ANY OTHER ILLUSTRATIONS NEEDED. TYPE FINAL COPY ON SHEET AFTER CORRECTIONS ARE MADE ON ROUGH DRAFT.

6 HAVE STUDENT REWRITE CAREFULLY ON FINAL COPY OR GLUE IN FINISHED MANUSCRIPT.

7 DECIDE WHAT COLOR OF CONSTRUCTION PAPER TO USE FOR THE WINDOW.

8 ASSEMBLE PAGES. SEW BY HAND USING A SLIP STITCH OR ON A MACHINE OR STAPLE TOGETHER WITH STAPLES.



Social study experiences may include taking observation walks around the school and neighborhood, developing map skills, and organizing information.

Math experiences can include reading story problems, discussing terminology and measuring ingredients.

Science experiences can evolve around simple experiments, examining items under a microscope and writing observations.

Word Recognition Skills

Word recognition skills and basal vocabulary activities follow language experiences.

Reading Comprehension

The potential for increasing reading comprehension is greater using the language experience approach rather than more traditional methods.

Staff

The Resource Center Teacher (a certified reading teacher) is assisted by an instructional aide and a community aide. This team helps make the communication process dynamic, individual, and creative.

Parent Involvement

Parents are involved in the program through home visits, meetings, and training sessions.

All language experiences are...

Every Resource Center has an active parents' group which meets at least four times during the school year. Many of these parent groups have chosen to meet monthly.

At these meetings, parents discuss not only their child's individual needs but also the resource program's effectiveness in meeting these needs.

Make and take workshops are conducted to show parents how to make learning games. District-wide workshops include leadership training, health and nutrition topics, language experience activities, and parenting skills. Additional arrangements are made for parent participation at state-wide training conferences.

139 Opportunities are made for parents to visit and observe their children working in the Resource Center. Parents are also encouraged to visit other local Resource Centers.

Many parents also volunteer to help the Resource Center staff in carrying out the program during the year.

Additionally, the **100 Minute Club** encourages parents to listen to their child read aloud five minutes or more daily.



parent involvement

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
TITLE I E.S.E.A.

ACADEMIC IMPROVEMENT THROUGH LANGUAGE EXPERIENCE

sample
flyer



PARENT MEETING AND LANGUAGE EXPERIENCE

- WHO:** Parents and Children
- WHAT:** For Parents, an important explanation, film, and live demonstration by Fireman Ray Bloxdorf on C.P.R. and first aid for the summer.
For Children, a chance to watch *Happy Days* with your friends and make a treat to eat. Younger brothers and sisters also welcome.
- WHERE:** HILL CREST RESOURCE CENTER LIBRARY FOR THE CHILDREN
- WHEN:** June 5, Tuesday
From 6:30 to 8:00 p.m.
- WHY:** To promote greater parent involvement and interest in the Title I program and community services.

Detach and return:

☐ Yes, I am coming June 5.

☐ No, I can't make it.

☐ Please pick me up, I need a ride.

**The Kenosha Model:
Academic Improvement
Through
Language Experience**

Weiskopf Administration Building
812-50th Street
Kenosha, Wisconsin 53140
Telephone 414-656-6378

167

A nationally validated developer/demonstrator program



168

**SHARE
THE NUMBERS
YOU USE
EVERY DAY**



HANDS ON EXPERIENCE

Count different things.

Count buttons on your coat.

Count the windows in the building.

**Count the chairs in the classroom,
kitchen, gym and so on.**

Count corn on the cob.

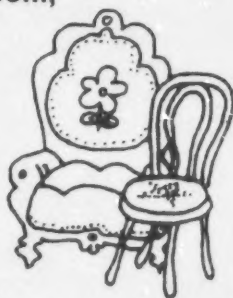
Count pebbles in a pail.

**Arrange objects the
largest to the smallest.**

**Decide which object weighs
more, costs more.**

Tell which comes first, second.

Variety is important.



Extended Day Kindergarten

STUDENT SELECTION

Selected children, referred by the classroom teacher, are eligible Extended Day participants.

INDIVIDUALIZED ASSESSMENT

Once selected, each child then is given a locally developed abilities survey and a standardized achievement test.

HETEROGENEOUS A.M. / HOMOGENEOUS P.M. GROUPS

The identified children will be heterogeneously grouped in the morning for a kindergarten program of traditional activities. The children will participate in the school's lunch program and then be involved in an afternoon session with activities designed for the specific needs of each child. This program will evolve from learning experiences and approaches often not found in the standard kindergarten.

PERSONALIZED PERFORMANCE PLAN

The Extended Day Teacher develops a written Personalized Performance Plan for each child based on the findings of the initial assessments. The Personalized Performance Plan includes educational deficiency, educational objectives and program content.

HANDS-ON EXPERIENCE

Each child will have an opportunity to utilize their own environment and community in a variety of visual and tactile experiences. (Examples are pounding nails, raking leaves, working with clay, counting objects.)

LANGUAGE DEVELOPMENT

The basis of children's oral expression is in having meaningful experiences to which they can relate through conversation, play and pretend activities.

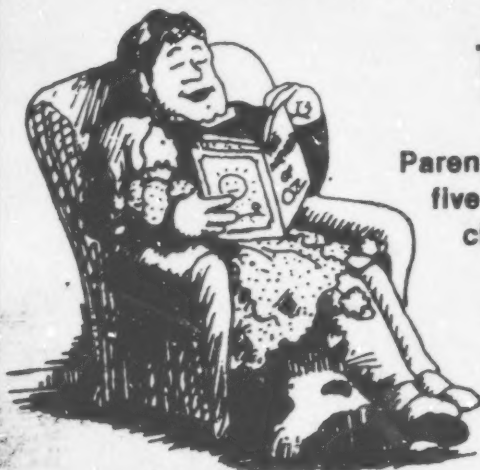
PARENTS CAN HELP AT HOME



Yes, No, Maybe answering questions

Take turns asking questions. The only rule of the game is that you can't use the words "yes," "no" or "maybe" when you answer.

- Q. "Are your eyes blue?"
A. "My eyes are not blue."
Q. "Would you like an ice-cream cone?"
A. "I would very much like an ice-cream cone."



THE 100 MINUTE READING CLUB

Parents are encouraged to read five minutes or more to their child daily.

After twenty cards are returned, the child receives a certificate of recognition.

VOCABULARY GROWTH

The child will understand the basic concepts such as up, down, between, first, last, underline, above, below. Directed vocabulary growth expands the number of words the child knows and understands.

COORDINATION ACTIVITIES

Some children will need added opportunities to lace, tie, walk a balance beam, etc., to develop large and small muscle coordination.

FOOD EXPERIENCES

Food experiences often enhance the child's awareness of specialized vocabulary. By participating in the food preparation, the cooking and the tasting experience, the child is exposed to new concepts.

SIDEWALK EXCURSIONS

The children can be motivated to learn the language of street signs, businesses, shops and parks within their school neighborhood. Their first reading activities can be centered on the words they encounter on their sidewalk excursions.

LEARNING CENTERS

Learning centers are varied to meet the ever changing needs of children.

PARENT INVOLVEMENT

Parents will be involved in the program through conferences, meetings, and training sessions, and as volunteer workers.

PROMOTES SUCCESS IN SCHOOL

All language experience activities will be based on the individual child's needs in order to accomplish the specific objective of accelerating the child's language. The Extended Day Kindergarten Program goal is to promote academic success in school.

A Typical Food Experience

Language Experience Plan—Make Butter

Objectives:

- To identify utensils
- To follow directions
- To sequence activities
- To develop listening skills



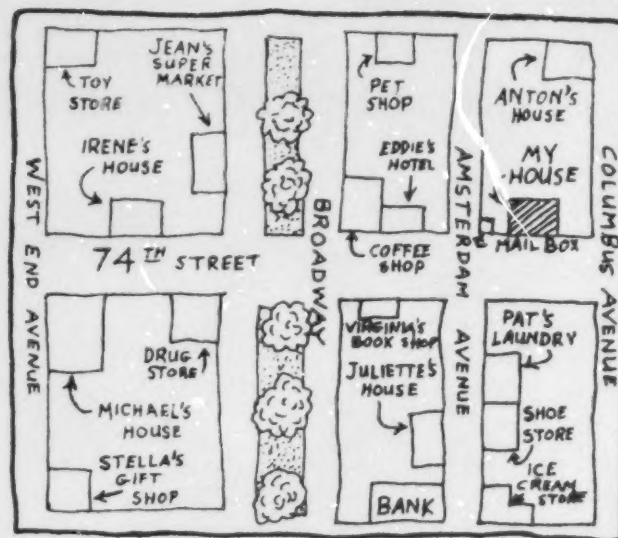
Vocabulary Development:

stir	sieve	margarine
jar	colander	clothespin
pint	churn	ingredients
quart	float	butter fat
dairy	agitate	butter milk
utensil	measure	whipping cream

Follow-Up Experience:

- Make a picture recipe and picture sequence of the procedure.
- Write an experience chart telling how to make butter.
- Use containers to measure cup, pint and quart. Compare and contrast liquid and dry measures.
- Contact the American Dairy Association for free materials.
- Invite Wisconsin's Alice in Dairyland to the Extended Day Kindergarten.
- Read *I Can Moo, Can You?*

Sidewalk Excursion



An initial walk might help the child be more aware of directions.

A later walk would include visits to the places on the map.

Vocabulary development and related activities follow the experience.

MATERIALS

- large paper, crayons
- felt tip markers
- ruler (optional)



PROCEDURES

- Take a walk around the block.
- Notice the important things along the way.
- Name the signs, color of houses, types of businesses, elicit the numbers used in addresses.
- Discuss the sidewalk excursion.
- Compare and contrast what could be noticed during the different seasons of the year.
- Make a nature collage of the materials found on the walk such as leaves, pebbles, twig, acorn or grass.
- Write a chart story about the experience.
- Draw a large picture map of the walking field trip.
- Encourage the children to label what they saw.
- Read: *From Where You Are*, Joyce Wakefield

PROJECT The New Jersey Writing Project

TARGET AUDIENCE Approved by JDRP for teachers and students grades 7-12, all ability levels. It has been implemented K-6 as well, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION A teacher training program that improves student writing. The New Jersey Writing Project is a state-wide writing program based on a thorough knowledge of the composing process. This project is predicated on the following assumptions: writing is a process and a mode of learning; teachers of writing should write; teachers teaching teachers accomplishes efficient curriculum change; theory about and assessment of writing should enhance classroom practices.

The program involves three stages: teacher training, implementation and staff development, and assessment. The teacher training stage is a three-week summer institute for teachers from multiple districts in the same geographic region. Each day of the training program is divided into a writing/sharing morning session and a theory presentation in the afternoon. The second stage is a two-part program. First, returning teacher consultants introduce writing as a process into their classrooms. Within the confines of the regular English period each teacher provides time for students to write in class. All students are instructed in the process of effective editorial feedback. Teachers do not have to edit each student's paper because students do that for themselves and for others. Second, in addition to implementation in the classroom the returning teachers begin staff development programs suited to the unique needs of district curricula. The third stage involves the development and use of assessment instruments and procedures. This evaluative phase encompasses the following components: students' writing samples; training for teachers in holistic scoring; and teacher and student writing attitude surveys.

EVIDENCE OF EFFECTIVENESS Writing samples obtained in October and May from 1,400 students in eight treatment districts and seven control districts representing urban, suburban, and rural New Jersey were scored using a holistic method developed by Educational Testing Service. Regression analysis, adjusting posttest scores for pretest scores, indicated that the difference between treatment and control groups was highly significant ($p \leq .001$), amounting to 45.5% of the standard deviation of the posttest.

IMPLEMENTATION REQUIREMENTS The program should be adopted by a group of districts wishing to work jointly on student writing. Training is required. One or two district teachers receive intensive training and return to their schools to train others.

FINANCIAL REQUIREMENTS Costs are limited to training. Training for a group of 25 teachers from 10-20 districts at adopter site: a trainer for three weeks, \$1,500; travel and residency for the trainer, if required, approximately \$1,500; payment or credits for participating teachers as per local option; paper and supplies, \$300; texts per participant, approximately \$25; two release days per participant for evaluation data analysis.

SERVICES AVAILABLE Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site in three-week sessions during July and August (adopter pays only its own costs). Training is also available at adopter site, usually in three-week full-day sessions in June, July, or August (all expenses must be paid, including trainer's stipend, cost of training materials, and trainer's travel and per diem). Implementation and follow-up services are available to adopters (costs to be negotiated).

CONTACT Linda Waitkus, Project Director; South Brunswick Township Public School; 1 Executive Drive; Monmouth Junction, NJ 08852
(201) 297-7800.

NEW JERSEY WRITING PROJECT

The NEW JERSEY WRITING PROJECT is a writing program validated by the National Diffusion Network, of the United States Department of Education, for grades 7-12, and has been implemented in grades K-6 as well. Its goals are to improve student writing and to improve the teaching of writing through the study of current research in the composing process.

Assumptions:

- Teachers of writing should write.
- Writing must be recognized as a way of learning, as something that generates thought. It is a communication skill closely related to the development of organized thinking patterns.
- Classroom writing instruction can be enhanced by theory and research.
- Teachers teaching other teachers accomplishes effective curricular change.

These assumptions are executed when English teachers, from several school districts in close geographic proximity, participate in a summer institute and then implement NJWP practices within their districts.

WHAT ARE THE BENEFITS OF NJWP?

The New Jersey Writing Project

- improves student writing, student attitudes toward writing, and the teaching of writing as measured by Rutgers University and Educational Testing Service of Princeton.
- is based on current research in the composing process.
- provides extensive training for writing teachers through its summer institutes. Participants will be qualified to serve as district writing consultants.
- allows for immediate implementation in the district through inservice led by district institute participants.
- is cost-efficient. District money can be used for the replication and implementation of a proven exemplary program, instead of for the creation of a program that might not work.
- requires no new materials. Actual student papers are the basis for skills instruction. Presently-used tests and materials become resources within the classroom.
- uses holistic scoring as its measure of student writing growth.
- provides evaluation of the project's effectiveness within the district.

WHAT IS REQUIRED OF NJWP INSTITUTE PARTICIPANTS?

Teachers participate in a three-week, sixty-hour summer institute. Daily sessions include writing and small-group interaction, intensive examination of the theory and research of writing, and classroom application.

In the fall, participants will begin to incorporate NJWP practices in their own classes. Within that school year, these teachers will implement inservice in their own schools to disseminate the NJWP throughout their departments.

Through collecting and analyzing pre- and post-writing samples and attitude surveys from their students, these teachers will be able to evaluate and report on the effectiveness of the project.

HOW CAN A DISTRICT ADOPT NJWP?

A district must agree to sponsor participants to a local, sixty-hour institute; to provide inservice to disseminate NJWP practices within the district; to collect pre- and post-writing samples and attitude surveys within the district; and to provide release-time in the spring for each participant for evaluation of the collected data.

Contact the state NDN facilitator or state Department of Education for information in defraying the cost of NJWP through federal and state funding.

WHAT HAPPENS IN AN NJWP CLASSROOM?

- More writing occurs.
- Teachers write.
- Students direct their writing toward a variety of audiences, instead of only to the teacher.
- Students share their writing with other students.
- Students are more aware of the composing process, of how they write.
- Students transfer their writing skills to other content areas.
- Teachers and students help students at varying stages of the composing process: before and during writing and while rewriting.
- Support skills are taught according to students' individual needs.

PROJECT PEGASUS: Personalized Educational Growth and Achievement with
Selective Utization of Staff

DESCRIPTORS Class Mangement, Elementary Education, Performance Based Educa-
tion, Reading, Secondary Education

TARGET AUDIENCE Approved by JDRP for grades 2-9. This program has been used
in other settings with grades 10-12, but no evidence of effec-
tiveness has been submitted to or approved by the Panel.

DESCRIPTION A management program in reading personalized to meet students' needs. The PEGASUS curriculum structure consists of performance objectives and corresponding diagnostic instruments on 17 sequential reading levels at all ability levels in grades K-8. Students in grades 9-12 use PEGASUS as a specialized program. After diagnosis, students are groups and subgrouped according to identified needs. A chart is used to track each student's progress. A resource file of learning materials for fast, average, and slower-achieving students is coded to PEGASUS objectives. Additional learning activities are developed, coded, and shared by PEGASUS adopters in inservice sessions. Instruction is personalized, motivation techniques are emphasized, and a vareity of approaches to teach reading skills is used. No single teaching approach is either recommended or required. Teachers continue to use any methods that they have found to be successful. PEGASUS utilizes materials found in adopters' classrooms. The program is offered for diagnosing student needs, selecting appropriate materials to meet those needs, and assessing student gains. PEGASUS aids classroom teachers in organizing instruction for reading and other subject areas. PEGASUS is an adoption site of PEGASUS-PACE, Tuscaloosa, Alabama.

EVIDENCE OF EFFECTIVENESS Gates-MacGinitie Reading Tests were given in October and May 1976-77 and 1977-78 to a random group of students, grades 2-9, in PEGASUS schools and control schools. Students were selected from several districts, rural and urban, that had similar socioeconomic characteristics. For all grades, students in PEGASUS schools showed greater gains than students in control schools.

IMPLEMENTATION REQUIREMENTS The program may be implemented by classroom teachers, as well as by special reading teachers. Two days of inservice training and personalized follow-up are offered to adopters. Some specialized support is needed. It can be provided by curriculum-oriented principals, supervisors, or key teachers already employed. No additional staffing is necessary. No special equipment is needed. PEGASUS can be adapted to any organizational arrangement of classes. PEGASUS may be adopted by one teacher, several teachers, or all teachers in a building or school district. Teachers should be involved in the decision to adopt.

FINANCIAL REQUIREMENTS PEGASUS Master Volume (Teachers' Guide and Key; Objectives and Skills Check Sheets; Diagnostic Instruments R-16; Separate Answer Sheets for Diagnostic Instruments 9-16), \$40. Reproduction costs, 50¢-\$1 per student per year. Inservice Packets, \$17. Resource file folders and labels, \$33. Optional start-up materials for resource file, \$40. A wide variety of commercially available materials already found in most classrooms is used.

SERVICES AVAILABLE No special network funding supports this project's dissemination efforts. Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Two days of inservice training and personalized follow-up are available at project or adopter site (costs to be negotiated).

CONTACT Cheryl Hendress, Project Coordinator; Bureau County Educational Service Region; Courthouse; Princeton, IL 61356. (815) 875-1529 or 872-4181.

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**FOR FURTHER INFORMATION
WRITE OR CALL**

Cheryl Hendress, Reading Consultant
Bureau County Educational Service Region
Courthouse
Princeton, Illinois 61356
(815) 875-1529 or (815) 872-4181



**SERVICES AVAILABLE
TO TEACHERS AND SCHOOLS**

1. Two day inservice training session for teachers
2. Follow-up technical assistance
3. Materials
4. Visits to other adopter sites with similar materials and classroom organization
5. Goal setting for teachers and students
6. Other reading instruction assistance

PEGASUS soars in Bureau County and 103 other public and private schools in Illinois. Bureau County is located in north central Illinois and is bisected by Interstate 80. There are fifteen attendance centers which serve as models for visitors. These schools range in size from 100-1500 students and utilize a wide variety of basal and supplemental reading materials. Visitors are welcome at any time.

PEGASUS operates from the office of the Regional Superintendent of Schools: Courthouse: Princeton, Illinois 61356.

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PEGASUS



READING PROJECT

**Serving
Students and Teachers
Nationwide**

INTRODUCTION

PEGASUS is a reading program serving school districts nationwide. In Illinois, over 100 public and private school districts have adapted this method for personalizing instruction for students. PEGASUS is based on the belief that each child's learning pattern and rate varies. PEGASUS stands for **P**ersonalized **E**ducational **G**rowth and **A**chievement, the goal for students in the program; and **S**elective **U**tization of **S**taff, the inservice training and assistance for teachers.



PROGRAM DESCRIPTION

PEGASUS contains extensive diagnostic materials for students K-8 of all ability levels.

The program may also be adapted for high school students, college students, bilingual, special education, and learning disabilities students.

PEGASUS is a method to help teachers organize instruction. Teachers react with statements such as, "I'm organized now and accountable. Students are taking more responsibility for their learning."

PEGASUS is adaptable to any materials already available in the school district. It has been coded to most basal reading series.



ACTIVITIES OF PEGASUS

1. An informal reading inventory is administered on a 1-to-1 basis to find each student's instructional level.
2. The appropriate PEGASUS diagnostic is given to find strengths and weaknesses of each student.
3. A student objective sheet is marked, so at-a-glance, one can see strengths and weaknesses in reading skills.
4. Materials are used from files which teachers develop depending on materials available in their buildings.
5. Students may be grouped for instruction according to needs.
6. Teachers receive inservice training and start-up materials on steps 1-5 plus other instructional methods in reading.



RESEARCH DESIGN

The original project was validated over a three year period with more than 1,000 students. The Bureau County project and sites throughout Illinois were evaluated with pre and post Gates-MacGinitie reading tests. Students have consistently achieved at or above the .05 level of significance when compared to control group students.

PEGASUS was nationally validated by the Joint Dissemination Review Panel in Washington, D.C. in January, 1979. It is listed in **Educational Programs That Work**, published by the U.S. Office of Education.



PROJECT PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth and Selective Utilization of Staff -- Personalized Approach to Continuous Education

TARGET AUDIENCE Approved by JDRP for students in grades K-6.

DESCRIPTION A locally developed, personalized approach to continuous progress in reading -- a comprehensive developmental program. Project PEGASUS-PACE seeks to accelerate students' reading achievement and to help teachers enhance their effectiveness through a locally developed, personalized program of continuous learning. The curriculum structure consists of performance objectives and corresponding diagnostic instruments for 17 sequential reading levels (K-8). Learners are grouped and sub-grouped according to their established needs; the personalized instruction employs a variety of approaches to the teaching of reading. Teachers conduct formative evaluation of specific skills and use a graphic chart to track each student's mastery at a given level. Learning activities are selected or developed by the teachers in accordance with the diagnosed needs of the students. These activities and lesson plans are contributed to an accessible learning-resources file organized according to PEGASUS-PACE levels and skills. The PEGASUS-PACE Continuous Progress Reading Program is compatible with any organizational staff arrangement, such as open-space, nongraded, or self-contained classrooms. Teachers may continue to use any strategies they have found successful. This project's adoption site, PEGASUS, in Princeton, Illinois, has also been approved by JDRP (January 9, 1979, JDRP No. 1).

EVIDENCE OF EFFECTIVENESS In addition to meeting the core criteria for pre/post summative evaluation, assessed through a comprehensive evaluation design, the project met a large number of non-linear-based objectives. Before the project was developed, achievement scores of students at the primary target school had shown a steady trend of regression. At the end of the third developmental year, more than 75% of students who had entered program as first graders scored at or above the median of national norms on the appropriate level of the Gates-MacGinitie Reading Tests.

IMPLEMENTATION REQUIREMENTS The program is implemented by classroom teachers, rather than by special reading teachers. Some training is necessary both prior to and during implementation. A two and a half day workshop is offered prior to implementation. Adopter sites are expected to schedule release time on a regular basis for staff development. Adopter schools receive permission to reproduce copyrighted materials. For all 17 levels, a Master Volume is available; it contains: Objectives and Skills Check Sheet, Teacher's Guide and Key, Learner-Use Diagnostic Instrument. For levels 9-16, Learner-Use Answer Sheets are also included.

FINANCIAL REQUIREMENTS The Master Volume costs \$50; reproduction costs have proved to be extremely low (between 40¢ and 90¢ per student per year). Cost of locally purchased file folders for Resource File, approximately \$45. Cost of locally purchased file folders for student records varies with number of students. Informal reading inventories for each teacher cost approximately \$6 each. Expenses for initial training at the adopter or D/D site vary, as do costs of training a local resource person (Associate Trainer).

SERVICES AVAILABLE Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site from October to April (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (all expenses must be paid).

CONTACT Marie Sinclair, Project Director; Tuscaloosa City Board of Education; 1100 21st Street East; Tuscaloosa, AL 35405. (205) 759-5705.

PROCEDURES FOR THE USE OF THE PEGASUS-PACE READING PROGRAM

I. Entry into the Continuous Progress Reading Program

When a student enters the reading program for the first time or transfers from a school not using the program, or from another city or state, the homeroom teacher to whom the student is assigned is responsible for administering the Informal Reading Inventory during the student's first week in the school. The use of the Sucher-Allred Informal Inventory is recommended for determining the level at which diagnostic procedures should begin.

The homeroom teacher starts a reading folder for the new student by entering the student's name, school, year in school, his/her own name, and the results of the Informal Reading Inventory.

The student is then assigned to the reading teacher who is responsible for teaching the instructional level assigned to that student. The reading folder is given to the specified reading teacher.

Students entering their first year of school are usually not administered the Informal Reading Inventory. However, if through observation a teacher observes that a student is able to read, he/she will then administer the Informal Reading Inventory. A student must be performing at least on Level 3 in order for the Informal Reading Inventory to be administered. And even though a student may be able to read at an advanced level, he/she probably has not acquired the skill background necessary to assure continued success. Thus it is recommended that the PEGASUS-PACE diagnostics for the levels below those at which the student is actually performing be administered diagnostically in order to determine which specific skills have not been mastered. Appropriate instruction should then take place.

Upon receiving a student and reading folder with Informal Reading Inventory information, the teacher of reading is responsible for administering the appropriate diagnostic instrument. This is determined by the instructional level assigned

as a result of the administration of the inventory. If an aide is available and has been trained to administer diagnostics, then the reading teacher may call on the aide to administer the diagnostic instrument.

Students who are already in the Continuous Progress Reading Program are diagnosed only after it has been determined that all skills have been mastered on an assigned level. On occasions when a student lacks only a few skills, (5 or less) and the same skill is taught on the next level a teacher may choose to begin the diagnostic process.

II. Time Limits

No student should be allowed to perform more than one hour on the diagnostic instrument. Primary students will probably have better results during a 30 to 45 minute session.

The diagnostics are designed to be self-pacing so no time limits are set on the completion of an instrument.

After the diagnostic process is completed, the instrument is scored. A teacher must determine if the student is a slow, average, or fast achiever in order to indicate skills which have already been mastered. This is done by determining the student's age and year in school and the level on which he/she is reading. If he/she is at the level, one level below, or one level above the level appropriate for the age and year in school, then this student is considered an average achiever. If the student is two levels or more above the one at which he/she should be for the age and year in school, this student is a fast achiever. If a student is two or more levels below the one indicated for the age and year in school, this student is considered a slow achiever.

For example: Scott is 8 years old and entering the third year in school.

The brackets illustrate his achievement level if he were working on the level indicated below:

Level

4 }
5 }

slow achiever

6 }
7 }
8 }

average achiever

9 }
10 }
11 }

fast achiever

III. Scoring Procedures

Diagnostic instruments are scored by marking a "c" by items which are correct and by placing an "x" or "✓" by items missed. A positive approach is used so a student can see the number correct and not just the number of wrong responses.

The diamond ($\diamond$) by each item indicates the number of possible correct responses for that particular item on the diagnostic instrument.

The scorer writes in the number of correct responses in the diamond $\diamond$.

It has already been determined if the student is a slow, average, or a fast achiever. By using the Percentage Table for Determining Mastery of Reading Skills (found in the Teacher's Guide and Key) the scorer can indicate which have been mastered.

For example:



Fast achiever

Average achiever

Slow achiever

$$\frac{6}{6}$$

$$\frac{5}{6}$$

$$\frac{4}{6}$$

Mastery is indicated for each item and not for the whole instrument.

A student may have mastered few or many skills on a particular level at the time of diagnosis. This means that some students will spend more time working toward mastery of objectives on that level than other students. However, if a student lacks only a very few skills after having just been diagnosed, or has mastered only a few skills, a careful evaluation should be made of the student, and then the student might be diagnosed again.

When scoring procedures have been completed, the skills which have been mastered are indicated on the Objectives and Skills Check Sheet by marking a check by the corresponding number. Skills which have not been mastered are left blank on the Objectives/Skills Check Sheet. The student is then instructed in these skills. As each skill is mastered (still using the Percentage Table for Determining Mastery of Reading Skills), the date and teacher's initials are placed in the appropriate blank on the Objectives/Skills Check Sheet.

Skills not mastered by each student in a group are also recorded on a subgrouping chart. The subgrouping chart is used by the teacher to group and plan for students' instruction.



Project Pegasus

A Validated Project in Reading

Project PEGASUS aims at solving one of the most critical education needs in the country—reading—and it does so in a way that seems to back its claim of high exportability to other districts. The project is serving 1,300 students in a targeted school and three satellite schools of Tuscaloosa, Ala. In addition, the city's school board has officially adopted the project's practices on a systemwide basis and employs a resource teacher to help elementary teachers incorporate the practices into their teaching methods.

PEGASUS depends largely on two strategies:

(1) accelerating children's reading achievements through a continuous learning plan for basic communication and reading skills and (2) using a differentiated staffing arrangement that includes aides and student teachers.

The project recognizes that learning is multidimensional, and places more emphasis on the progressive, continuous building of reading skills than on specific instructional materials. For this reason, PEGASUS reports its approach can be used with any basal series or other approach to reading instruction. Personal interaction between student and teacher is stressed; classroom organization or space requirements are not.

Specific reading skills are defined within 16 sequential elementary levels which make up the program's "Continuous Progress Reading Materials." Teachers determine the children's entry level in reading and communication skills and diagnose the skills in which instruction is needed. Children are grouped and subgrouped according to their established needs, and one-to-one instruction is provided as needed. Teachers conduct formative evaluation of specific skills and use a graphic chart to keep track of each student's mastery at a given level. Pre/post reading tests yield information to fulfill the program's summative evaluation requirements.

As a child masters the particular group of skills included in one level, he progresses to another. At level 4, for instance, a student must be able to demonstrate competency in performing 30 objectives which are organized in three skills areas: word analysis (basic vocabulary, phonetic analysis, structure analysis, word meaning and usage), comprehension (main idea, details, sequence and inference), and study skills (following directions, locating and organizing information, and oral and silent reading).

The project claims that one of its most important contributions to the effectiveness of the PEGASUS approach is the resource file of plans for skill development activities, which are organized for the rapid, average and slower attaining student. The activities have been devel-

SHARING EDUCATIONAL SUCCESS

"Sharing Educational Success" is the name given to an effort by the ESEA Title III community to share in the identification, validation and dissemination of innovative educational practices. It is also the theme of this year's Annual Report.

oped by the teachers in accordance with the diagnosed needs of the students.

One performance objective for students at level 4 deals with putting words in A, B, C order. The activity developed by a teacher to build the student's confidence and proficiency in mastering this skill combines art, geography, history and local custom. Following a class discussion about the state of Hawaii, students make leis by pasting paper petals together. Each petal has a word printed on it, which the children must arrange in alphabetical order. Teachers evaluate the students' degree of mastery while they are performing the task as well as during a follow-up exercise requiring them to determine the correct alphabetical order of a mimeographed list of words.

Students also have a chance to combine fun with learning through contributions to their own periodical, "Let's Read Our Creative Writing." Even the first and second graders are encouraged to contribute stories, poems and artwork. The periodical is sent to parents as an informal means of sharing with them the reading-related activities in which their children are involved. Parents also are provided feedback on their children's progress through regularly scheduled conferences and a written report.

Staff Development

In PEGASUS, differentiated staffing occurs in terms of varying planning and coordinating responsibilities rather than in terms of teaching competency or practices. This means the roles played by certified and noncertified staff members undergo continual reassessment and refinement. Classroom aides, student teachers and other instructional personnel may move progressively upward on the career ladder.

In the target and satellite schools, serving students in grades 1-6, the project director is assisted by evaluators, curriculum associates, a reading resource analyst, administrative and secretarial personnel, and video technicians. The classroom instructional staff includes a coordinating teacher for each cluster of two grades, supported by teachers, associate and student teachers, an instructional aide and a clerical aide.

Training and retraining are required for all personnel. The project director, the evaluator and curriculum associates conduct summer workshops and weekly and half-day workshops during the school year. Through an informal arrangement with the University of Alabama, principals and teachers enroll in graduate-level classes in teacher education. Another aspect of staff development



involves each certified teacher, instructional aide and student teacher in self-assessment and cooperative assessment via videotaped micro-teaching segments.

Staff role definitions were refined as responsibilities were modified during the first two operational years. The project sees such change as a positive aspect of differentiated staffing, as well as a strategy for evolving a better program.

Another strategy has been the reevaluation of the Continuous Progress Reading Materials, resulting in major curriculum revision work by the project staff and a small group of teachers. The staff also replaced the first reading inventory with another commercial product which was modified to adapt it more closely to the instructional reading level of the project. The diagnostic materials were revised during 1972-73 and two junior high skill levels were added to the materials.

Evidence of Effectiveness

The project set the expected level of performance at a higher level of gain than achieved by children in the project schools in prior years. In the target school, 30 per cent of the first and second graders were ex-

pected to gain 1.8 years in grade placement or to score at least 1.0 year above their grade level. In fiscal 1972, 32 per cent of the children reached the goal and in fiscal 1973 the figure jumped to 41 per cent. Students in the upper grade levels did even better. Thirty-five per cent of the grade 3-4 students and 45 per cent of those in grades 5-6 achieved the goal in 1972. In the following year, 41 per cent of the students in both grade levels met or exceeded the goal.

In the satellite schools, only 23 per cent of the first and second graders in 1972 met the 1.8 years advancement goal. The following year, the figure dropped to 12 per cent. The project report says "a drastic population change" in September 1972 may be the reason. At that time, the school absorbed a number of children from an inner city school.

Children in the upper grades of the satellite schools hit closer to the mark. In 1972, 32 per cent of the students in grades 3-4 and 28 per cent of those in grades 5-6 gained at least 1.8 years in grade placement. Comparable figures for 1973 were 38 per cent of the third and fourth graders and 48 per cent of the fifth and sixth graders.

Exportability

As costs are concerned, much of the development work has already been done. The Continuous Progress Reading Materials can be reproduced by micrographing or offset printing. The materials can be keyed to any basal reader series and special reading teachers are not needed to put the PEGASUS approach into operation. On that basis, PEGASUS estimates developmental costs at approximately \$159 per child, which includes the prototype models for instruction, staff development and community involvement. For the adopting school, the cost to initiate and develop the approach is estimated at \$18 per child plus staff training. PEGASUS says adopting schools should plan to employ curriculum associates or resource teachers to ensure effective replication.

Kudos

PEGASUS proudly notes that it was one of two Title III projects chosen for an hour-long TV presentation on issues and innovations in Alabama education. Another plus is the high level of community support, due to the impact on students' reading. PEGASUS expects to continue to make a significant contribution to citywide instruction, even after Title III funds terminate. As an initial step in that direction, a continuing progress workshop for junior high school teachers in Tuscaloosa was supported through local instructional funds in August 1973.

One parent summarized the feeling of many in the community: "It (the project) shows a great advancement in children's education since I went to school, and I graduated in 1969."



BEST COPY AVAILABLE

PROJECT Personalized Instruction: A Classroom Team Approach

DESCRIPTORS Elementary Education, Language Arts, Remedial Reading, Resource Room Programs, Team Teaching

TARGET AUDIENCE Approved by JDRP for pupils in grades 1-5 scoring in lowest quartile in reading achievement. This program has been used in other settings with grades 6-7, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION A classroom team approach to improving language arts skills. The Personalized Instruction: A Classroom Team Approach program is designed to provide an instructional model that will be successful in helping pupils improve their language arts skills. The program includes reading and communication skills, language development, creative writing, and recreational reading.

Specialists, working in a team relationship with cooperating classroom teachers and aides, devise and implement instructional activities that relate the pupils' characteristics and learning styles to the classroom teachers' existing curriculum. Pupils selected for the program are in the lowest quartile in reading achievement. They are cross-age grouped in regular classrooms, with 24 Title I pupils served for a 60-80 minute language arts period. Each class is divided into three or four subgroups of six to eight pupils; during the period, each subgroup receives 20 minutes of regular reading instruction from the participating classroom teacher, 20 minutes of supplementary instruction from the Title I teacher, and 20 minutes of reinforcement activities from the aide. (In the case of an 80-minute period, the class regroups for 20 minutes of instruction in written communications). In addition to the regular classroom program, a resource classroom may be provided, offering supervised activities in recreational reading and creative writing. These activities are scheduled during the afternoon, when classroom regroupings are not feasible.

The program presently serves 754 pupils in eight elementary schools, grades 1-7. The Title I staff (27.00 fte) consists of 11 language arts specialists, 11 teacher's aides, one part-time substitute teacher, one part-time parent-contact aide, one library aide, one secretary, and one coordinator.

EVIDENCE OF EFFECTIVENESS The Metropolitan Reading Achievement Tests, administered to all students in grades 1-6 in September 1977-78 and May 1977, show that 90% of all participating students made one month's gain for every month of instruction.

IMPLEMENTATION REQUIREMENTS The average staff requirement for each school is one language arts teacher and one instructional aide. Staff training in setting up and organizing the model is recommended. The program is conducted in the regular classroom; no special facilities are required. Since cross-age teaching takes place, a unit of two grade levels is the smallest that can be implemented.

FINANCIAL REQUIREMENTS Per-pupil cost of the total program in 1979-80 is \$423. A basic program requires salaries for one teacher and one instructional aide. Additional materials and equipment may be employed to reinforce or enhance the basic program.

SERVICES AVAILABLE No special network funding supports this project's dissemination efforts. Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated).

CONTACT Sally Jo Case, Coordinator, or Eleanor Pennington, Developer; 7200 Lowell Boulevard; Westminster, CO 80030 (303) 428-3511, etc. 268.

AIDES

In the classroom the Title I aide works on reinforcement and enrichment activities from the Title I teacher's lessons and provides recreational reading activities in the fields of drama, puppetry, poetry, and choral reading.

In the afternoon the aide assists the Title I teacher in an activity room provided by each school. In this room the students are working independently at their own rate in creative writing and recreational reading learning centers.

The aide administers the Reading Attitude Survey test to all Title I students in October and March.

TESTING INSTRUMENTS

The Metropolitan Reading test administered to all Title I students, qualifying below the 24th percentile, in October and May of each year. In 1979-80 students showed 10.9 NCE gains.

Level tests are used in conjunction with the basal readers throughout the school year.

The Picture Story Language Test measures the quality of a student's writing.

A Recreational Reading Attitude Scale measures the attitude of a student toward recreational reading activities.

PARENT INVOLVEMENT:

After the students have been selected for the Title I program, a letter is sent to the parents informing them of their child's selection and to invite them to attend an orientation meeting. This meeting has a twofold purpose: first, the Title I program is explained to them, and second, the need for their membership in the School Advisory Council is discussed.

Parents elected to serve on the School Advisory Council are encouraged to become actively involved in all facets of the program. Parents serving on this council elect two parents to serve on the District Advisory Council.

ADOPTION

Terms of total adoption include the signing of an agreement that:

Curriculum used by Title I team will be that of the classroom teacher or district.

Team in the classroom will consist of the cooperating teacher, Title I teacher and an aide.

The "Classroom Team Approach" program will provide:

1. One pre-service training session for participating staff members at no cost to the Adopter.
2. One end of year inservice day to review the responsibility of the Adopter in refocusing existing knowledge, attitudes, and skills, or help them develop new ones for the coming year; one-half of the expenses to be shared by the Adopter.
3. Samples of inservice materials for the participants.
4. One monitoring session during the school year to observe the method and degree of implementation.
5. Response to questions or difficulties of Adopter.

PARTICIPANTS

Participants: 719 children participate in the program in grades 1-8.

Participants Cost: \$354,404.00 Per Pupil Expenditures: Approximately \$403 per student.

Number and Type of Schools:

Nine Elementary Schools

Two Private Schools

One Junior High School

Scheduling: Each child receives from one hour to one hour and twenty minutes per day in instruction in the regular classroom. Additional time is provided in the activity room for reinforcement and enrichment of the reading program.

Student-Teacher Student-Aide Ratio:

(a) In each Title I school, 72 to 96 students are enrolled in the project. In each classroom, students are divided into 3 or 4 groups.

(b) The maximum teacher-student or teacher-aide ratio is 1 to 8. The maximum number of students in a classroom is 24 or 32.

(c) In the activity room, the teacher-student or teacher-aide ratio is 1 to 5.

CRITERIA FOR SELECTION OF STUDENTS

The classroom teacher's recommendation based on observation of individual performance. Students reading approximately one year or more below grade level in the primary grades and students reading one and one-half years or more below grade level in the elementary school, will be considered to be eligible for the program.

Observation of the student's attention span and his ability to follow directions.

Informal Reading Inventory for new students.

Reading readiness tests and teacher referrals for first grade students.

Primarily the children selected for the program score from the first to the twenty-fourth percentile if the selection was made using a standardized test from a previous year.

CLASSROOM ACTIVITIES

The team operates in the classroom from one hour to one hour and thirty minutes a day four or five days a week.

Using this team approach philosophy, the teachers use small group instruction as the most effective means of insuring student involvement.

Provided within the framework of well defined lesson plans are modified materials and activities for creative writing and recreational reading.

In the afternoon, learning centers are developed as a further means of individualizing the curriculum.

A manual describing the methods of modifying the basal texts is available.

"CLASSROOM TEAM APPROACH" PROCESS

An instructional model to teach reading, creative writing and recreational reading, utilizing unique techniques and strategies to interlock reading and writing skills into a regular reading lesson taught by the team. This model can be used to parallel the existing program, reinforce concepts, or enrich or supplement any part of the language arts curriculum.

Description of Class Room Team Approach

A CLASSROOM TEAM APPROACH FUNDED BY TITLE I - E.S.E.A.

1980-1981

ADAMS COUNTY SCHOOL DISTRICT 50

**4476 W. 68th Avenue
Westminster, Colorado 80030**

The Classroom Team Approach has been validated by the U.S. Office of Education as an exemplary, compensatory education project developed under E.S.E.A. Title I. It has been approved by the Joint Dissemination Review Panel and published in the publication, **Educational Programs That Work.**

In 1979, the project "A Classroom Team Approach" was awarded a contract for \$33,000.00 to disseminate information for replication of the program in the National Diffusion Network.

CONTACT PERSONS:

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Westminster, Colo. 80030
(303) 428-3511

Eleanor Pennington
Developer/Demonstrator
7200 Lowell Blvd.
Westminster, Colo. 80030
(303) 428-3511

The "Classroom Team Approach" is designed to provide an instructional model which will be successful in helping students improve their language art skills.

The program takes place in the regular classroom where a variety of grouping patterns are implemented as determined by the needs of the school.

The regular curriculum is the basic reading program utilized by the team. The team consists of:

A classroom teacher who sets the goals and objectives of the program as determined by the school district's reading program.

A Title I teacher who enriches and supplements the reading lesson and coordinates the reading with creative writing whenever possible.

A Title I aide who teaches recreational reading. Other activities carried out by the aide are reinforcement of reading skills, creating instructional materials, and record keeping.

PROJECT Philadelphia Follow Through Behavior Analysis Resource Center (BARC)

DESCRIPTORS Kindergarten, Language Arts, Mathematics, Performance Based Education, Primary Education, Reading

TARGET AUDIENCE Approved by JDRP for grades K-3.

DESCRIPTION A center with a full-time commitment to demonstrating the entire Philadelphia Behavior Analysis program. The Philadelphia Behavior Analysis program consists of a wide array of systematic techniques capable of creating an educational environment to accelerate the social and academic development of young children. Training for implementation, lasting two to five days, can be tailored to meet specific site requirements. Areas of concentration essential to effective implementation include: understanding human behavior; reinforcement strategies; learning styles; curriculum development; instructional strategies; room arrangement; and aides and parent involvement. Each Behavior Analysis classroom contains several adults: one teacher and at least one aide or parent but ideally one aide and one parent. The aide and/or parent reinforce the teacher's instructional program by providing assistance in a program utilizing small-group strategies. Academic instructional time (the earn period) focuses on the basic skills -- reading, mathematics, spelling, and handwriting. Weekly targets are set for each child in these areas. Motivation and positive reinforcement permeate the classroom. A tangible motivational system, such as a token economy, tally system, or contracting, is used. The children are encouraged to engage in their learning tasks by "back-ups" -- games and activities -- based on their interests and needs. As children attend to the tasks at hand, the adults use specific praise statements to support, encourage, and reinforce them. Points earned or contracts negotiated are exchanged for the back-ups (spend time) at intervals throughout the day, once a day, or at a delayed time. Punishment is not forbidden, but it is de-emphasized.

Curriculum materials selected for use in the program have entry placement and diagnostic tests; are self-checking; require frequent response from the student; can be individualized; present skills in small steps; and enable child progress to be monitored and measured. Each child in the program is targeted for a year-end goal of at least grade-level achievement in reading, math, and spelling. Grade-level achievement is correlated to book and page placements in the materials. Although project operations give priority to sites serving a low-income population that are interested in total K-3 replication, the program's effectiveness is not limited to low-income urban children.

EVIDENCE OF EFFECTIVENESS Some Wide Range Achievement Test mean grade equivalents for project students, compared with a national non-Follow Through control group (shown in parentheses), follow. Reading: kindergarten, 1.2 (.8); grade 1, 2.1 (1.8); grade 2, 3.0 (2.6); grade 3, 4.1 (3.3). Arithmetic: kindergarten, 1.0 (.7); grade 1, 2.1 (1.8); grade 2, 3.0 (2.4); grade 3, 3.6 (3.2).

IMPLEMENTATION REQUIREMENTS Adoption of the Philadelphia Follow Through Behavior Analysis Program should reflect a joint decision by administrators, teachers, and parents. Ideally, the principal as well as classroom staff involved in implementation receive training. Training can be tailored to specific site requirements, but the complete

training package is recommended for total K-3 application. All training is predicated on prior written agreement between project and adopter. Project assumes that adoptions will be ongoing for a minimum of two years.

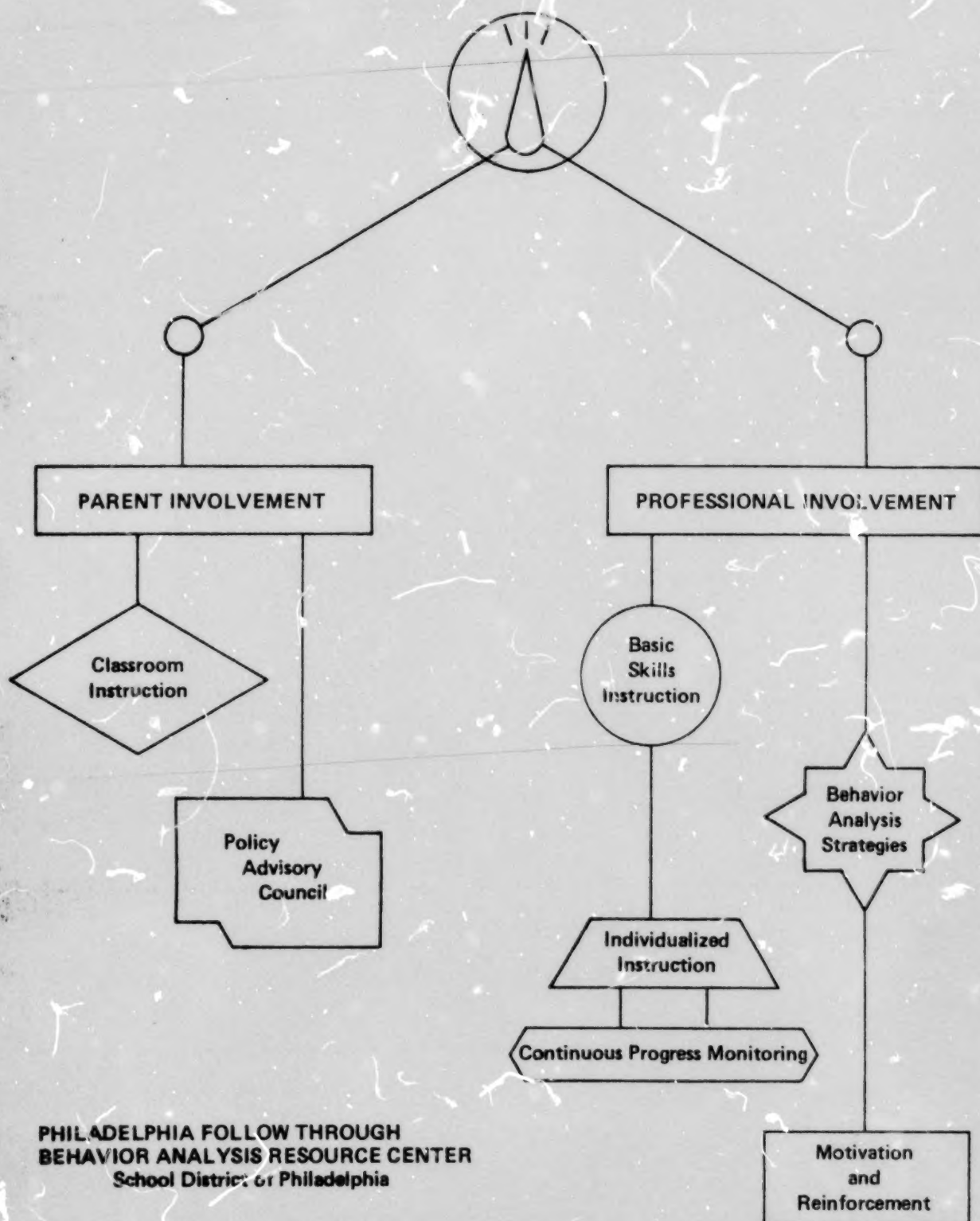
FINANCIAL REQUIREMENTS Equipment and curriculum materials already found in most classrooms can be used. An adopter incurs additional costs only if the programmed materials for reading and mathematics are utilized. The staffing pattern is negotiable. Cost of aides and parents depends on local salary schedule.

SERVICES AVAILABLE A Follow Through Resource Center. Information brochures regarding BARC and general descriptive materials are available at no charge. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings. Training is available free of charge at project site or adopter site.

CONTACT Leontine D. Scott, Director, or Roger Huyett, Coordinator; Follow Through Programs; Room 510, Administration Bldg.; School District of Philadelphia; 21st and Parkway; Philadelphia, PA 19103. (215) 299-7659 or 232-2040 or -2041.

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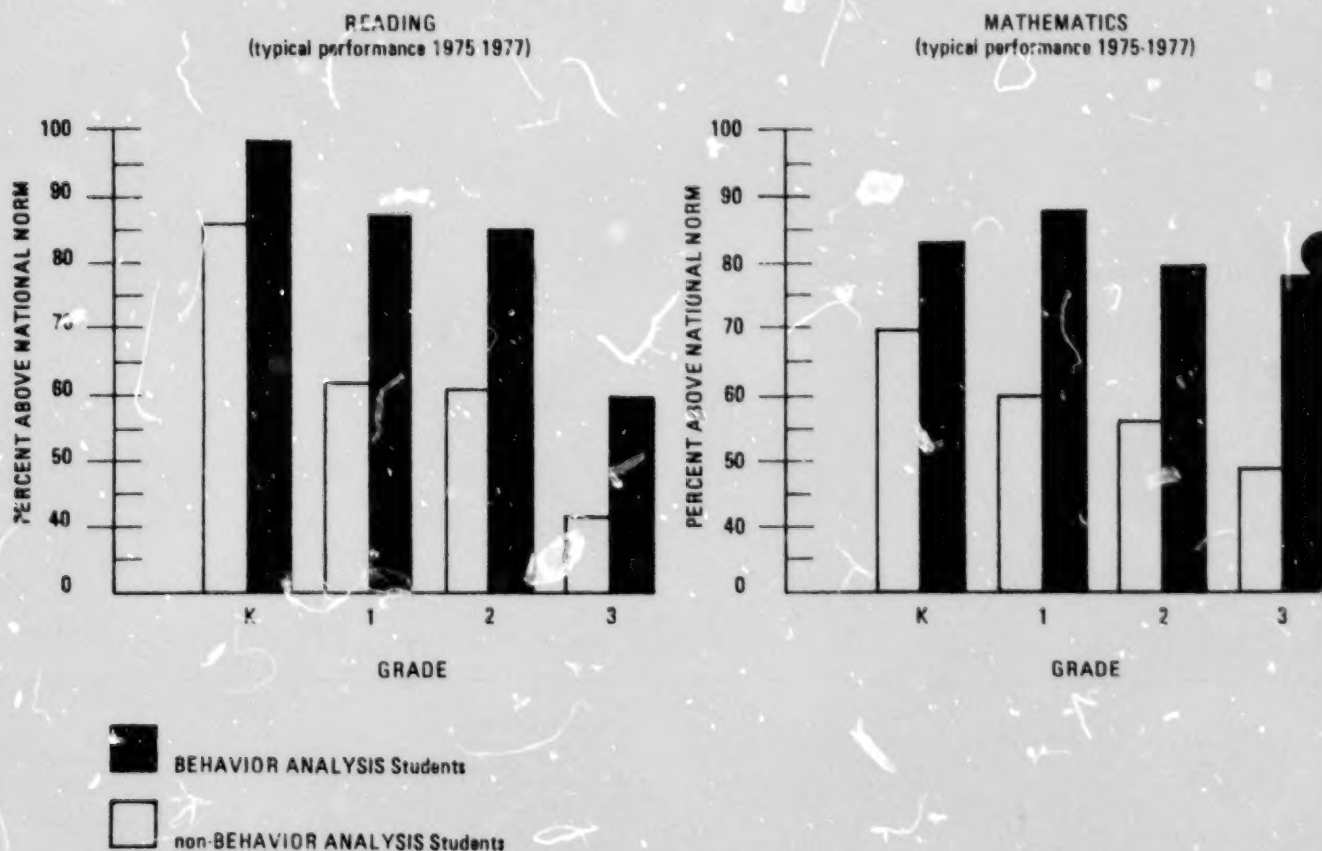
ACADEMIC ACHIEVEMENT IS...



THE BEHAVIOR ANALYSIS APPROACH SPELLS SUCCESS

Achievement results show that students who had pre-school experience and good attendance far exceeded the average student who did not participate in BEHAVIOR ANALYSIS in both reading and mathematics.

Furthermore, even those BEHAVIOR ANALYSIS students who had neither pre-school experience nor good attendance still exceeded the average student not participating in BEHAVIOR ANALYSIS for both reading and mathematics achievement.



Due to the success of the approach the Joint Dissemination Review Panel of the U.S. Office of Education and the National Institute of Education declared the BEHAVIOR ANALYSIS approach a nationally effective K-3 program in the Basic Skills.

DO YOU KNOW

How to get someone to do what
you want them to do?

How to keep someone doing what you
want them to do?

How to get someone to stop doing
what you don't want them to do?

How to observe behavior effectively?

How you influence the behavior
of others?

How others influence your behavior?

How the classroom environment effects
behavior?

How curriculum materials effect
behavior?

How to improve the "self" image?

How to plan strategies to effectively
influence behavior?

How instructional strategies effect
behavior?

How to effectively utilize classroom
aides and parent volunteers?

How To Utilize "The Basic Principles of
Human Behavior" to Improve Learning?

PHILADELPHIA FOLLOW THROUGH
BEHAVIOR ANALYSIS RESOURCE CENTER

PHILADELPHIA FOLLOW THROUGH
BEHAVIOR ANALYSIS RESOURCE CENTER



1. Give teachers some knowledge of workable techniques for humane classroom control.
2. Provide teachers with strategies that will enable the teachers to do a good job of teaching kids in a natural manner how to be good kids.
3. Provide teachers with strategies that will enable the teacher to do a good job of motivating children.
4. Give teachers some knowledge of their most important part in their students' school environment--their reaction to what the children do influences each child's social and academic behavior.
5. Help teachers to change their own behavior if they wish to change the behavior of one of their students.
6. Enable teachers to use positive social reinforcement to maintain appropriate behaviors.
7. Provide teachers with strategies that will enable the teachers to decrease the use of punishers to control behavior.
8. Enable teachers to utilize a tangible reward system in the classroom.
9. Give teachers some knowledge of using social reinforcement to teach and reinforce self-reinforcement.
10. Provide teachers with pleasant strategies to use when attempting to weaken or eliminate inappropriate behaviors.
11. Enable teachers to objectively collect appropriate data when attempting to change a behavior problem.
12. Enable teachers to analyze their classroom environment to determine the existence or non-existence of those conditions and consequences that cue poor responses from the children.
13. Provide teachers with the knowledge needed to implement a program of small group and individualized instruction in the classroom, including monitoring.
14. Provide teachers with the knowledge needed to create and effectively utilize learning centers in the classroom.
15. Provide teachers with the knowledge needed to implement Team Learning Activities in the classroom.
16. Provide teachers with the knowledge needed to create and effectively utilize instructional games.
17. Provide teachers with the knowledge needed to create and effectively utilize instructional kits.
18. Provide teachers with the knowledge needed to systematically influence behavior through a plan employing an analysis, a strategy for change, and an evaluation.
19. Provide teachers with the skills needed to effectively utilize aides and parents in the classroom.
20. Provide teachers with the skills needed to develop effective curriculum materials based on the knowledge available concerning "learning styles."

PHILADELPHIA FOLLOW THROUGH
BEHAVIOR ANALYSIS RESOURCE CENTER

The Behavior Analysis Follow Through Model has been operating in Philadelphia for twelve years. Follow Through is a program designed for low-income children in the early primary grades, building on the foundation provided by a full-year Head Start or similar pre-school program. The program was administered with a research and development emphasis in an effort to accumulate solid evidence about the effectiveness of various program approaches in improving opportunities for children in different sections of the country, in rural and urban settings, and in diverse population subgroups.

Behavior Analysis consists of a wide array of systematic techniques capable of creating an educational environment to accelerate the social and academic development of young children. Research data accumulated over these years have proven that the Behavior Analysis approach has consistently produced positive results in the Basic Skills.

In Philadelphia students participating in the Behavior Analysis Model since kindergarten who had pre-school experience and good attendance far exceeded the average student who did not participate in the program in both reading and mathematics achievement. Quasi-longitudinal data (i.e., cross-sectional performance analyzed in terms of length-of-program (K-3) exposure) show that Behavior Analysis graduates continue to exceed the average Philadelphia student in the later grades (1-7).

Similarly, in rural settings, Behavior Analysis students consistently perform above grade level in both reading and mathematics achievement.

THE UNIVERSITY OF KANSAS SUPPORT
AND DEVELOPMENT CENTER FOR FOLLOW THROUGH
DEPARTMENT OF HUMAN DEVELOPMENT

PROJECT Pre-Algebra Development Centers

TARGET ADUIENCE Approved by JDRP for regular mathematics classes at the seventh- and eighth-grade levels, eight-week summer mathematics programs for students entering high school, and remedial mathematics programs at the high school level.

DESCRIPTION A complete one-year program to develop students' basic conceptual/ computational mathematics skills and prepare them for algebra.

The curriculum design develops students' basic computational and conceptual skills through five units of concentration: Ratios and Proportions, Fractions, Decimals, Percent, and Metric Measures.

The program's curriculum materials are based on mathematics principles, called Tools of the Trade, which provide a foundation for teaching all concepts and for further learning in mathematics. Tools of the Trade include Ratios and Proportions; One -- Its Name and Properties; Place Value; and the Additive and Subtractive Properties of Numbers. The program's original instructional approach involves mathematics laboratory instruction, regular classroom instruction, and individualized diagnosis and remediation (LCD technique) coupled with reading in mathematics.

Training covers math lab techniques, individualizing for math instruction, techniques for building a conceptual foundation for mastering basic mathematics skills, and use of the program materials.

Key Elements: three-day intensive training; use of Pre-Algebra unit packs for instruction; use of the laboratory classroom diagnosis and remediation technique (LCD); use of Tools of the Trade for instruction; evaluation of the program's effectiveness.

EVIDENCE OF EFFECTIVENESS Evaluation studies showed that approximately 80% of project students scored an average gain of two grade levels (Stanford Achievement Test) and were subsequently enrolled in algebra. A longitudinal study of the program shows that 92% passed algebra with a high degree of success, 85% took additional mathematics courses beyond algebra, and 15% took four years of high school mathematics.

IMPLEMENTATION REQUIREMENTS The program operates in regular classrooms. The regular class schedule can be adjusted to accommodate all phases of the program. Required are: three-day intensive training, the program text materials, and materials for the lab, including manipulatives and a diagnosis/remediation kit.

FINANCIAL REQUIREMENTS Adoption costs depend on the number of students to be taught, teachers to be trained, and attendance centers involved. Text materials: \$7.50 per student. Laboratory materials: approximately \$1,000 (may be used by as many as 500 students).

SERVICES AVAILABLE Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

CONTACT

Dorothy Strong; Pre-Algebra Development Centers; 228 N. LaSalle St.,
Room 838; Chicago, IL 60621. (312) 641-4062.

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EDUCATION IN ACTION



A Media Service of the U.S. Office of Education, Washington, D.C. 20202

This article describes one of many locally developed education programs recognized as successful by the U.S. Office of Education. A more detailed story may be obtained by visiting the project. See contact at end of article.

APRIL 1977

FOR IMMEDIATE RELEASE

In Chicago's public schools, math is just as hard to teach as it is anywhere else. But here they are doing something about the problem and doing it within the district's budget.

"Everyone can find a million dollar solution," says Mrs. Dorothy Strong, director of mathematics for the Chicago Board of Education. "But we have found that by spending just a few dollars for teacher training, we can get kids who are behind in math up to grade level and ready for algebra."

Each year about 5,000 Chicago youngsters participate in Mrs. Strong's program. They are seventh and eighth graders--who are underachievers in math--plus some remedial ninth graders. All volunteer for the program.

And no wonder. The program turns nonachievers into achievers--often at triple the rate that normally could be expected. So successful is the program that HEW's Education Division has certified it as worthy of duplication by other school districts, one of fewer than 200 so designated.

In Pre-Algebra, children work in a mathematics laboratory where they get "real world" experience and then move into a regular classroom with intensive student-teacher interaction. And because most children with math problems have reading problems, they also spend a fifth of their time receiving reading instruction.

- MORE -

Along with all of this there are individual testing, diagnosis, and specially built lessons for each child.

In the laboratory, materials and equipment are deliberately chosen to motivate youngsters to conquer their math problems. For example, hand computers aid their understanding of decimals. Peg boards, maps, calculating instruments, games, and puzzles provide further assistance. The teacher is always present--not as an authoritarian or spoon-feeder of facts but as a person working with the student in the learning process.

Students are encouraged to be responsible and to take credit for their own learning. They keep their own records, correct their own mistakes, and select the materials needed for improvement.

In the classroom, the student continues to work on the same math concept he worked with in the lab but in a more traditional setting. As each skill is conquered, it serves as a base upon which the next is built. And it is reinforced three ways.

"Because these children are behind and must catch up quickly, we teach more than one thing at a time," says Mrs. Strong. "A lesson in addition can also teach a child place values and multiplication."

Mrs. Strong is not content with the usual 1 year's growth for 1 year of instruction. "For the child who is behind, 1 year isn't enough," she says. "Any less than a 2 years' achievement in a year would still keep that child's head under water."

- MORE -

For example, a child who is 3 years behind in math who gains but 1 year per year would still be 3 years behind when he gets to high school. And he'd have to go into remedial math rather than algebra.

"And nothing turns off a kid more quickly than failure," Mrs. Strong points out. "So many of our children would have dropped out of school if they had not had the opportunities afforded by our program."

Not only have these pre-algebra students stayed in school, they have stayed in successfully. Ninety-two percent complete algebra; 85 percent go on to take additional math courses and 15 percent of these take 4 years of high school mathematics.

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For further information:

Marie D. Jernigan
Bureau of Mathematics
Room 838
228 North LaSalle
Chicago, Illinois 60601
Telephone: 312--641-4062

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PRE-ALGEBRA DEVELOPMENT CENTERS

RECOMMENDED LIST OF MATERIALS FOR PRE-ALGEBRA ADOPTERS

<u>Firm</u>	<u>Qty.</u>	<u>Description</u>	<u>Unit Price</u>	<u>Extension</u>
1	1	Computational Skill Development Kit (3-3350)	127.00	127.00
1	1 each Student	Student Record Booklet (3-3351)	.84 (1-99) .76 (100)	
1	1 each	Teacher's Guide (3-3352)	2.05	
2	3	Modern Computing Abacus (207-886)	12.50	37.50
2	3	Decimal Place Value Boards (207-894)	14.50	43.50
2	1 set	Student Celsius Thermometers (829-697) IDEAL	4.50	4.50
2	35	Plastic Peg Boards (206-714)	1.15	40.25
2	25 bxs.	Beaded Colored Pegs (206-755)	2.65	66.25
3	35	Tangram Puzzles (34400)	.50	17.50
3	1	Pattern Blocks (34421)	18.00	18.00
3	2	Invicta Simple Scale (36732)	14.50	29.00
3	1	Balance Scale (36710)	29.95	29.95
3	1 set	Metric Graduated Beakers (36652)	5.95	5.95

Firm	Qty.	Description	Unit Price	Extension
4	1	Cuisenaire Classroom Set Intermediate Kit (10381)	59.50	59.50
5	1 set	Multibase Blocks (88172)	128.80	128.80
5	15	Metric Geoboards (83164)	3.40	51.00
6	15	Data-Board with NS 100A Calculator (Cat. No. 302)	21.20	318.00
7	1 set	Metric Sticks (516)	6.20	6.20
7	1 bag	Unit Cubes (4340)	29.95	29.95
7	1	Personal Scale (530)	12.25	12.25
7	12	Cloth Tapes (522)	.60	7.20
7	1 box	Metric Stacking Weights (534)	5.50	5.50
7	1 box	Metric Trundle Wheel (4197)	15.50	15.50
8	1 each Teacher	Stanford Achievement Test Advanced Arithmetic Test Form A (1972 Edition)	10.75	
8	1 each Teacher	Stanford Achievement Test Advanced Arithmetic Test Form B (1972 Edition)	10.75	

Firm	Qty.	Description	Unit Price	Extension
	8	Answer Sheets IBM 805	2.85	
	8	Answer Keys for Stanford Achievement Tests - Advanced Arithmetic Test Forms A & B (1972 Edition)	1.20	
	8	Machine Scoring Answer Sheets	3.75	

Unit Pack 1: Ratios and Proportions 1.50
 Unit Pack 2: Fractions 1.50
 Unit Pack 3: Decimals 1.50
 Unit Pack 4: Percent 1.50
 Unit Pack 5: Metric Measures 1.50
TOTAL 7.50

Here, for your convenience, is a list of suggested vendors for purchasing laboratory materials for Pre-Algebra Development Centers. It is not mandatory that the laboratory materials be purchased from these vendors.

Check the prices for the items listed with these and other vendors before making your final purchasing decision.

FIRMS

1. Science Research Associates
155 North Wacker Drive
Chicago, Illinois 60611
Vendor #15004
2. Beckley-Cardy Company
1900 North Narragansett Avenue
Chicago, Illinois 60639
Vendor #11444
3. Creative Publications
P. O. Box 328
Palo Alto, California
Vendor #29864
4. Curisenaire Company of America, Inc.
12 Church Street
New Rochelle, New York 10805
Vendor #17896
5. Dick Blick
P. O. Box 1267
Galesburg, Illinois 61401
Vendor #22365
6. Ambassador Office Equipment
One Intercontinental Center
Maywood, Illinois 60155
7. Education Teaching Aids
159 West Kinzie Street
Chicago, Illinois 60610
Vendor #31773
8. Harcourt Brace Jovanowich, Inc.
7555 Caldwell Avenue
Chicago, Illinois 60648
Vendor #13048

PROJECT Project Catch-Up

TARGET AUDIENCE Approved by JDRP for students in the lowest quartile in reading or math, grades 1-6. This program has been used with students at other achievement levels and in grades K-9, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION A diagnostic/prescriptive laboratory program in reading and/or math.
Project Catch-Up is a laboratory program designed to provide remedial instruction in reading and/or math skills for underachieving children. Classroom and laboratory teachers work closely to identify program participants and formulate a laboratory schedule that does not cause any child to miss reading or math in the regular classroom. Laboratory teachers identify individual needs by means of continuous diagnostic testing. They then select materials and methods from a wide variety of high-interest resources available in the laboratory to meet the child's needs. Children spend an average of one-half hour per day in the laboratory, in groups of one to three, working with the teacher on skill deficiencies. The program is designed in such a way that each child experiences success and moves toward the acquisition of more difficult skills armed with increased confidence. A wide variety of readily available instructional materials and equipment, selected by project teachers, is available in the laboratory. Results can be achieved with limited resources if a diagnostic/prescriptive method is used in a success-oriented environment. Staff have identified materials according to priority. With a few well-developed techniques, teachers have made participating children feel that the lab is "their lab" -- to such a degree that it has become necessary to have guest days to satisfy the desire of other children to participate even in a small way in the laboratory. Project Catch-Up's special events for parents consistently draw more parents than any other school function.

EVIDENCE OF EFFECTIVENESS The project utilizes pre- and posttesting (Comprehensive Test of Basic Skills in reading and math). For the past eight years, the median student has consistently gained 1.5 months in reading and math skills for each month in the program (data validated by Research Management Corporation). Originating-site students are low achievers in a low-income urban community. Similar gains by adopters in rural and middle-income schools have been validated. Annual evaluation data are available.

IMPLEMENTATION REQUIREMENTS A school district interested in adopting or adapting Project Catch-Up should be able to: provide a laboratory of any size (we started in a closet, but at present have a classroom); administer diagnostic tests to participating children; provide professional instruction to meet diagnosed needs; and use high-interest materials insofar as they are available. The project can be adopted by a grade level or a school, and it can offer instruction in reading, math, or both.

FINANCIAL REQUIREMENTS Tests and instructional materials: from \$.50-\$20 per child, depending on funds available. The project itself sells no materials; all are commercially available and thoroughly tested; many are already found in most schools. Equipment: three high-interest instructional machines, maximum cost \$300 per laboratory; most schools already have at least one such machine. Staff needs may be met by reassignment of personnel in any school with Title I funding.

SERVICES AVAILABLE Awareness materials are available at no cost. Visitors are welcome at project site on Fridays when school is in session. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

CONTACT Fay Harbison; Newport-Mesa Unified School District; P.O. Box 1368; Newport Beach, CA 92663. (714) 760-3300.

Project Materials Available to Adopters

To enable interested school districts to adopt Project CATCH-UP to their needs, the following list of materials is available at no cost. The National Diffusion Network of the U.S. Office of Education has made their production possible.

- Project implementation catalogs -- including variable budget suggestions.
- Game booklets and sponges
- A starter kit -- including copies of recommended tests and sample instructional materials.
- "How-to" guides:
 - ▶ Keys to Successful School Faculty Relationships
 - ▶ Keys to Positive Laboratory Teacher-Student Relationships
 - ▶ Keys to Successful Parent Involvement
 - ▶ Keys to Successful Diagnostic Teaching
 - ▶ Keys to Successful Scheduling
 - ▶ Keys to Successful Selection of Students
 - ▶ Children as Authors
 - ▶ Bulletin Boards
- Technical assistance to apply for funding where needed.
- Inservice if arranged through State Facilitator or Title I.

In-service

Inservice is provided both off-site and on-site. For schools with Title I funds or other resources for inservice, a visit to the original project is suggested. The Friday inservice schedule places adopters with staff and children in the laboratories. On-site: a two-day schedule with no charges.

A follow-up Saturday morning inservice session provides time for hands-on experience with equipment, a review of a 10 year selection of materials, use of diagnostic and normative tests and questions to a variety of staff members.

Inservice at the adoption site can be conducted in one day and can be arranged through the State Facilitator or the Project CATCH-UP Director.

There is a possibility that travel costs of project staff may be shared with the State Facilitator.

Fees: There are no charges for inservice training or inservice training materials.

How To Guides are produced annually and are available free to adopters during inservice.

Instructional materials -- locally produced -- such as games and books are written annually and are available at no cost to adopters upon request.

Adopters are invited to keep in touch with the developer/demonstrator through Project CATCH-UP's "hotline" -- to share successes and problems.

PROJECT Project PRIDE: Professional Reading Instruction with Desirable Effects

DESCRIPTORS Elementary Education, Remedial Reading, Resource Room Programs

TARGET AUDIENCE Approved by JDRP for educationally disadvantaged pupils, grades 2-6.

DESCRIPTION A pull-out remedial reading program utilizing modality assessment and careful diagnosis of each learner's reading deficiencies in an eclectic approach to instruction. The Project PRIDE diagnostic reading program has been designed to be compatible with existing commercial reading programs. Regular classroom teachers and Title I reading instructors use common diagnostic data to plan instruction skill sequences for deficient readers. Participants must be one year or more below grade level in reading.

Standardized individual oral diagnostic reading tests are administered on a pre/post basis to all students selected for participation. Pretest information is used to determine each participant's weaknesses and proficiencies. Pupils with similar skill deficiencies are grouped together for reading instruction. Groups of five or fewer attend 25-minute reading sessions conducted by certified reading specialists five days per week. Individualized instruction can be provided to pupils with severe reading deficiencies.

Title I teachers develop and maintain reading profiles for each program participant. These reading profiles identify weaknesses and strengths and help teachers to plan a program of remediation for students. Skills in need of remediation are sequenced. Modality assessment is conducted to identify each student's most effective mode of learning. Procedures for remediation of reading skill deficiencies are determined by each pupil's most receptive mode of learning.

Teacher-directed instruction provides activities geared to the needs of each group. Individual instruction provides appropriate independent assignments for every participant. An attempt is made to increase motivation by identifying each learner's interests and by providing learning experiences compatible with those interests whenever possible.

EVIDENCE OF EFFECTIVENESS Evaluation shows achievement, at every level, to be a minimum of 1.9 months of growth for each month of participation in the program. In 1978, Title I students increased reading performance by an average of 8.85 NCEs as measured by Metropolitan Achievement Test.

IMPLEMENTATION REQUIREMENTS Potential adopters are encouraged to visit the program. Three days of inservice training are required for adopters prior to implementation. Additional planning is necessary if the adopter has not developed a written scope and sequence of continuous reading skills for each grade. The smallest adopting unit is one school building.

FINANCIAL REQUIREMENTS A wide variety of commercially available materials already found in most classrooms is used. If materials must be purchased, start-up costs are approximately \$9 per pupil. Annual maintenance costs for replacement of consumables are approximately \$1.50 per student.

SERVICES AVAILABLE No special network funding supports this project's dissemination efforts. Awareness materials are available at no charge. Visitors are welcome by appointment. Project-developed materials are available for purchase. Training is conducted at the project site. Project staff are available to attend out-of-state awareness sessions and to provide training at adopter site if exemplary project staff costs are paid.

CONTACT Horace F. Smith, Title I Director; William Penn School District; Bell Avenue Administration Building; Bell Avenue and MacDade Boulevard; Yeadon, PA 19050 (215) 623-2180

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WILLIAM PENN TITLE I INVENTORY OF TESTING MATERIALS

Diagnostic Reading Tests

Individual

Durrell Analysis of Reading Difficulty
Gates-McKillop Reading Diagnostic Tests
Gilmore Oral Reading Test
Gray Oral Reading Tests
*Monroe Diagnostic Reading Examination
Spache Diagnostic Reading Scales
Woodcock Reading Mastery Tests

Group

*Bond-Balow-Hoyt Silent Reading Diagnostic Test
Doren Diagnostic Reading Test of Word Recognition Skills
McCullough Word-Analysis Tests
Stanford Diagnostic Reading Test

Informal Reading Inventories

*Lehigh IRI
*Mann-Suiter IRI
Primary Open Court IRI (Marker/Gefvert)
Intermediate Open Court IRI (Blecker/Giampietro)
Temple IRI

Component Reading Tests

Botel Reading Inventory-Word Opposites Test
Detroit Tests of Learning Aptitude Verbal Opposites
*Monroe-Iota Word Test
Woodcock Word Analogies Subtest

Reading Achievement Tests

Durrell Listening-Reading Series
Durrell-Sullivan Reading Capacity and Achievement Tests
Gates-MacGinitie Reading Tests
Monroe's Standardized Silent Reading Tests
Pressey Diagnostic Reading Tests
Traxler Silent Reading Test

Word Recognition Tests

Daniels Word Recognition Test
*Monroe Word Discrimination Test
Wide Range Achievement Test

*Limited copies of these reading tests are available in the Title I office

ESSENTIAL INFORMATION AND DESCRIPTION OF TESTS

Grade/Age Equip.	Normed (Standardized) Criterion Referenced	Group or Indiv. Test	Time to Administer	
	CR	G	Varies	Botel Reading Inventory, Word Opposites Test. Gr. 1-High School, Formal Administration, 2 forms.
A	N	I	Varies	Detroit Tests of Learning Aptitude, Age 3-14+, Formal Administration strengths and weaknesses in the psychological constitution are disclosed. The tests yield general mental age...a meaningful diagnosis of difficulties in learning the school subjects as well as in many out-of-school situations.
A	N	G		Developmental Test of Visual-Motor Integration, Age 2-15, Formal Admin. Test to measure the degree to which visual perception and motor behavior are integrated in young children. A remedial program is suggested.
A	N	G	Less than 1 hr.	Developmental Test of Visual Perception, Gr.-Nursery through 3rd grade. Norms are for ages 4 through 7, Formal Administration. Test seeks to measure five operationally-defined perceptual skills; eye-motor coordination, figure-ground, constancy of shape, position in space, spatial relationships.
	CR/N	I	45 min.	Diagnostic Reading Scales. Gr.1-12 (Intended only for retarded readers at Jr. and Sr. H.S.), Formal Administration, but with encouragement of informality, 1 form with alternate passages. Test provides standardized evaluations of oral and silent reading skills and of auditory comprehension.
	CR	G		Doren Diagnostic Reading Test of Word Recognition. Uses primary grades vocabulary and covers reading techniques taught in primary grades. Recommended for class use at end of 2nd grade, beginning of 3rd, or for any students who have not learned basic word recognition skills. Formal Administration Tests provides the benefits of individual reading diagnosis... inclusive of the complex elements of reading skill development...an instrument that conforms to good teaching practices. Most of the 12 skills are divided into sub-skills, based only on face validity. Remedial activities are suggested.
G	N	I	30-90 min.	Durrell Analysis of Reading Difficulty, Grades 1-6, Formal Administration, One form, but with alternative passages; 3 checklists for non-readers, primary, and intermediate readers. Test to discover weaknesses and faulty habits in reading which may be corrected in a remedial program. Suggestions for differentiating the test enable the examiner to analyze and expend the test, but there is no item analysis provided. Cursory instructional suggestions. Check lists of instructional needs are to be filled out.
AG	N	G	70-85 min.	Durrell Listening - Reading Series, Primary Level - Grades 1-3.5; Intermediate Level-Grades 3.5-6; Advanced Level-Grades 7-9, Formal Administration, 2 Forms at each level. Test provides a comparison of children's reading and listening abilities, identifies children with reading disability and measures the degree of retardation in reading as opposed to listening. Scores for listening and reading vocabulary (all levels) and listening and reading of sentences (primary) and paragraphs (higher levels). Instructional suggestions are provided.
AG	N	G		Durrell-Sullivan Reading Capacity and Achievement Tests. Intermediate tests: grades 3-6. Primary: grades 2.5-4.5, Formal Admin. Intermediate: 2 forms, Primary: 1 form. Test to isolate those cases where serious retardation in reading exists which cannot be accounted for on the basis of lack of mental ability.

WILLIAM PENN SCHOOL DISTRICT

TITLE I READING PROGRAM

PROJECT PRIDE

VALIDATED BY

JOINT DISSEMINATION REVIEW PANEL

PENNSYLVANIA DIFFUSION PANEL

FACTS ABOUT THE WILLIAM PENN SCHOOL DISTRICT

- Total Enrollment - approximately 6,700 students
- Regional Area - Delaware County, Pennsylvania
- Black Populace - approximately 15.1%
- Families where English is a second language - less than 1%
- William Penn - 65th largest school district in Pennsylvania

FACTS ABOUT THE TITLE I PROGRAM

- Staff - 18 certified Reading Specialists
- Children served - 450 students
- Number of buildings served - 5 public schools
3 parochial schools
- Cost of Reading Program - approximately \$160,000 in salaries

Project Description

The Title I diagnostic reading program is an integral part of the William Penn School District's instructional reading plan. Title I has been specifically designed to be compatible with existing William Penn School District reading programs. Regular classroom teachers and Title I teachers both use common diagnostic data to plan instructional skill sequences for educationally deficient readers. Title I teachers regularly confer with classroom teachers regarding each participant's current skill development needs.

Standardized individual oral diagnostic reading tests are administered as pre- and post-tests to all students selected for participation. Pre-test information is used to determine each participant's specific weaknesses and proficiencies. After analysis of pre-test data, participants with similar skill deficiencies are scheduled together for reading instruction. Pupils in groups of four or less attend twenty-five minute reading sessions, conducted by certified reading specialists, five days per week. Flexibility exists for individualized instruction to be provided for pupils with severe reading deficiencies.

Title I teachers develop and maintain reading profiles for each of the program's participants. These profiles, designated "Structured Skills Management System" (SSMS), identify particular characteristics of weaknesses and strengths of the program's participants. Title I teachers administer and use both the program's specified standardized tests and various additional diagnostic instruments to further identify each student's specific reading program.

The SSMS Reading Profile was devised as a frame work for Title I teachers to use test data to plan a program of remediation for students. Skills in need of remediation are arranged in sequential order. Modality assessment is conducted to identify each student's most effective mode of learning. (i.e. audile and visile learners are identified) Procedures for remediation of reading deficiencies are delineated incorporating specific techniques germane to each pupil's most receptive mode of learning. Thus, a priority of reading deficiencies and remedial procedures is established.

Teacher-directed instruction provides activities geared to each group's specific needs. Individualized instruction further provides an appropriate independent assignment for each participant. An attempt is made to increase motivation by identifying each learner's interests and providing learning experiences compatible with those interests wherever possible.

A variety of teaching strategies are utilized in Project PRIDE. Title I reading specialists have a uniform pupil assessment system and a carefully controlled management system. An important part of the management system includes a comprehensive three-volume phonics guide for teachers. This guide is used to assess the phonics skills of all students in grades two through six.

A paradigm has been developed to assess the reading skills of pupils in the second and third grades. This instrument has been designed to measure skills taught in the district's reading program. Consequently, the Title I reading program has a great deal of coordination with the existing district's sponsored reading program.

For those second and third grade students who are new to the district, Title I teachers use the same techniques used by regular classroom teachers. Inherent in the primary program is a great deal of repetition and positive reinforcement. Children who cannot learn effectively utilizing a highly structured phonetic program are subsequently taught via other approaches.

Teachers serving students in grades four through six use a special paradigm based on a management system developed by the Holt Basic Reading Program. Thus, each participant's teachers (Title I and regular reading teacher) can utilize a common base of information for planning educational programs.

Materials offer a variety of approaches to skill development over a wide range of levels of difficulty. Croft Comprehension Skillpacks, Hammond Reading Skill Series, Reading Attainment System Comprehension Labs, LSI Phonics Kits, Barnell Loft Specific Skill Series, McGraw-Hill Reading For Concepts, Reader's Digest Reading Workshops, and Lowell & Lynwood's Multiple Reading Skill Series are some of the materials used in the Title I reading program. High-interest, "low" readability books encompassing numerous areas of interest are available, too.

Staff development sessions for William Penn's eighteen Title I certified reading specialists are scheduled once each month. These half-day sessions provide teachers with an opportunity to discuss common problems, share ideas, and learn various new techniques.

REPLICATING THE PROJECT

Requirements Necessary for Adoption:

LEA's considering adoption must be committed to the idea of establishing a program geared to meeting the unique learning needs of each individual. Students with similar deficiencies must be grouped together and instructed in the manner most efficient for their mode of learning.

Remedial reading sessions must be designed for small group instruction. Flexibility for individual instruction must also exist. Students with severe reading deficiencies must be provided with reading instruction genuinely geared to their own specific needs.

A pull-out program that serves students five days per week, in teacher-directed activities, is strongly recommended. Facilities should be arranged to enable primary and intermediate teachers to be clustered together so as to establish a reading "center."

The structure and organization of any adoption must be predicated on concepts which incorporate the following:

- recognition of individual learning differences
- a thorough diagnosis of each child's reading deficiencies
- presenting specific reading instruction appropriate for each child's particular problems
- the program's atmosphere must be success-oriented

In-Service:

Staff in-service is absolutely essential! Technical assistance sessions, on-site demonstrations, and workshops are an integral part of the program. Staff development sessions should be scheduled at least one-half day each month.

Adaptability:

William Penn School District's Title I reading program is adaptable to the needs and requirements of local school districts. It's not feasible to modify the fundamental premises upon which the program is predicated.

Structure and organization of adaptation must reflect teacher-directed small group sessions incorporating individualized instruction five days per week. The program can be installed at any elementary grade grouping or at specific elementary grade levels.

I. Core Elements of the Project

A. Instructional Setting

1. Small group instruction
2. Flexibility for individualized instruction
- *3. Teacher directed instructional activities

B. Continuity

1. Twenty-five minutes per day
2. Five days per week
3. Flexibility for greater time allocation (when necessary)
4. Daily planning/individual instruction/conference time

C. Title I District Policies (written)

1. No student may be penalized for participating in the Title I program.
2. No student is allowed to miss any of the following:
 1. Art
 2. Music
 3. Gym
 4. Recess
 5. Instrumental Music

- *3. No Title I student has to "make up" missed classwork

Exceptions:

- a. homework assignments
- b. long range class assignments

D. Criteria for Student Participation

1. First Grade - below 1.0
2. Second Grade - A minimum of six months below grade level
3. Third Grade - A minimum of six months below grade level
4. Fourth Grade - A minimum of one year below grade level
5. Fifth Grade - A minimum of one year below grade level
6. Sixth Grade - A minimum of one year below grade level

E. Title I Testing Sessions (4)

1. Word Recognition Test - Establish rapport
2. Oral Reading Test
3. Specific Diagnostic Reading Tests
4. Tape Recording Child's Voice

F. Eligibility

1. Metro 78 Instructional Reading Test
2. The Metro IRT is the test that determines eligibility for participation

G. Information in Each Student Folder

1. Pupil Performance Sheet
2. Student Referral or (DPT) Educational Prescription
3. Reading Profile
4. Student Tests (Formal & Informal)
5. Reading Prescription

H. Student Assessments

1. Pre- and post-testing
2. Interim-testing
3. Mid-term diagnostic testing

I. Sample Student

Fifth Grader - Area of greatest need: comprehension (what testing must identify)

- 1a. Can the student recall specific facts or details?
- 1b. Can the child recall main ideas and important supporting details?
2. Can the student identify main ideas?
3. Are auditory memory skills adequate?
- 4a. Is the pupil's vocabulary development adequate for his age?
- 4b. Does the student understand word meanings?
- 5a. Can the student make inferences? Can a conclusion be drawn using implied information?
- 5b. Example:

Given a reading passage, the student answers questions about information not directly stated and then gives evidence supporting that inference.

J. Study Skills

1. Finding Main Ideas
2. Teach students how to outline
3. Teach students how to skim for specific facts and details

PROJECT Project R-3: Readiness, Relevancy and Reinforcement

TARGET AUDIENCE Approved by JDRP for students of all abilities, grades 7-9. This program has also been used with elementary, high school, and alternative school audiences, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION A motivational basic skills program that interrelates the reading and mathematics curricula through gaming/simulation activities involving career awareness. Project R-3 was jointly designed in 1967 by the San Jose Unified School District and the Education Systems Organization of Lockheed Missiles and Space Company with the help of consultants from San Jose State University. Its competency-based curriculum interrelates reading and mathematics and supplies reinforcement through gaming/simulation, intensive involvement (a three-day study trip), parental involvement, and an inservice training program for staff development. The main objective of Project R-3 is the upgrading of essential reading and mathematics skills. By deeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences: to make them ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior. The project utilizes the diagnostic/prescriptive individualized approach in reading and math. Reinforcement of skill areas is provided through gaming/simulation activities that involve team learning, the decision-making process, and career awareness development.

EVIDENCE OF EFFECTIVENESS The overall reading achievement gain for 1972-73 on the Comprehensive Test of Basic Skills (CTBS) Form R Level 3 exceeded normal expectations by three months. Per-month average gains were 1.4. The overall mathematics achievement gain for 1972-73 on CTBS was two years for eight months in the program. Highest gains were in Computation and Concepts (2.3 and 1.9). Lowest gain was in Math Application (1.3). An outside evaluator is contracted for both product and process evaluation.

IMPLEMENTATION REQUIREMENTS Reading and mathematics teachers should have a knowledge of the diagnostic/prescriptive approach to individualized instruction. Teachers must be receptive to team planning. All staff should develop expertise in gaming/simulation. Approximately 50 hours of inservice work are accomplished by each staff member in a given year.

FINANCIAL REQUIREMENTS The basic materials of a secondary-level reading program can be utilized. Special prepared math contracts cost approximately \$150 for a complete set of masters which can be duplicated. Other costs: reproduction of gaming/simulation activities and contracts; secondary instructional aides.

SERVICES AVAILABLE Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at the project site (costs to be negotiated). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

CONTACT Pauline E. Perazzo; 1635 Park Avenue; San Jose, CA 95126.
(408) 287-1111 or -1112.

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INTRODUCTION

Changing social and economic forces create a need for educational materials that reflect career opportunities in a society that increasingly places less emphasis on college education. To achieve a close correspondence between the academic world and the world of work, students must be aware of the occupational value of each subject and its potential value to them in an ever-changing job market.

To help permit students to become familiar with the world of work and to explore a variety of occupations, PROJECT R-3 has developed games and simulations that help put school related activities in the perspective of ultimate career choices and rewards. Besides being fun and relevant, each of these career-oriented games and simulations is linked directly to basic skills in reading and mathematics.

- ° a summary of each activity
- ° statement of learning objective(s) (SOLO) keyed to skill areas
- ° a teacher's guide, with information on points to be stressed, room set-up, etc.
- ° student activity sheets and materials required

Gaming/Simulation as a teaching technique can reunite academia with reality and make the gap between classroom and career much narrower. PROJECT R-3 hopes that the sample games and simulations provided will act as catalysts in helping teachers develop their own locally-tailored models.

PROJECT Reading English Rotation Project

TARGET AUDIENCE Approved by JDRP for grades 7-9.

DESCRIPTION A rotating classroom approach to teaching reading skills to students in grades 7-9. Not a pull-out model. An organizational pattern has been designed to take into account the characteristics of the students and to identify and meet their individual needs. Students are divided into small, flexible groups of six to ten, which move from station to station. Different materials and activities at each station are specifically planned to build a success pattern for the individual child. A rotation group consists of 60 children. Each group of 20 moves to three different classrooms during a two-period time block of one hour and 50 minutes. One classroom is equipped as a reading laboratory where basic reading skills are emphasized. A second classroom reinforces reading skills through a variety of reading activities selected to provide sequential development of skills. In the third classroom, the English teacher again reinforces the reading skills through various English/reading skill exercises and through the language-experience approach to reading. This is a team-teaching approach that emphasizes the integration of the basic communication skills, as opposed to a pull-out model.

EVIDENCE OF EFFECTIVENESS The mean gain for the 104 participants during FY 1972 was 1.3 years (Gates-MacGinitie). The average achievement prior to the project was 2.65 years in six years of schooling. Over a 10-year period, participants have averaged one month's growth in reading per month of instruction, as measured by standardized achievement tests.

IMPLEMENTATION REQUIREMENTS Two state-paid teachers, one lead reading teacher (Title I), and four federally paid paraprofessionals are required. This staffing equals one rotation and/or 60 students, which equals three classrooms. Materials already found in most schools are used.

FINANCIAL REQUIREMENTS \$15 per student, excluding personnel.

SERVICES AVAILABLE Awareness materials are available at no cost. Visitors are welcome between October and April by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (trainer travel and per diem must be paid). Follow-up services are available to adopters (costs to be negotiated).

CONTACT Marcelyn Hobbs, Program Director; Reading English Rotation Project;
Norris School; McDuffie County Schools; Thomson, GA 30824
(404) 595-3527.

Examples of Project R-3

GAMES AND SIMULATIONS

PUBLIC UTILITY OCCUPATIONS

Public Utilities Game

Gamesheet Activity: Illustrates some of the controls and functions of the water, electrical, telephone and gas companies.

Gas Meter Calibration

As members of the Public Utility Commission the students investigate customer complaints concerning gas meters.

Gas Rate Study

As members of the Public Utility Commission the students recommend one of two rate systems to companies that intend to purchase natural gas.

Telephone Exchange Analysis

Students as PUC members, investigate reports of excessive delays in completing telephone calls between two major cities.

Telephone Relay Site Study

Two day activity - students as members of PUC review a request for installation of a radio-telephone service between two towns. The final decision necessitates plotting the proposed routes on a topographical map.

Powerline Construction Simulation

Gamesheet Activity: Students, as powerline contractors, submit "secret" bids for the construction of a powerline network. Using dice probabilities they then calculate their profit or loss.

Power Plant Proposal

The students acting as PUC employees will study power plant requirements in connection with a proposal to build a power plant.

Hydroelectric Plant Study

Students in the roles of statisticians working for the U.S. Army Corps of Engineers, compare the power output (horsepower) of several dams in relation to that of Niagara Falls.

Electric Bill Cost

Two day activity - students as school board members review how electricity costs are computed and then estimate the electrical costs for a new school in a desert location.

Water System Analysis

As analysts for a county government, students combine printed and pictorial information to produce a logical flowchart of a water system.

Sewage Treatment Plant Study

Students as analysts study the operations of a sewage disposal plant.

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COMMUNITY PLANNING OCCUPATIONS

Introduction To City Planning

This is the first of a series of seven activities that will involve the students, as councilmen, in many areas of city planning. In this first simulation the students are introduced to the needs of a fictional town called "Old Mill". The residential and industrial areas of "Old Mill" are undergoing expansion.

Planning Exercise

The students will begin to apply the principles of city planning by use of a "Master Plan" and the maps of their city.

Utility Costs

This involves decision-making regarding the cost of supplying utilities to various possible residential and industrial areas.

Street Plan

Students develop a street plan for the residential section of their city maps.

Street Naming

Students choose street names according to a logical system of their choice.

Fire Station Location

A fire station must be located within certain maximum distances from key points on the map of the city.

Land Development

Conclusion to the city planning simulation. Just as city planners anticipate land development in and around a city, the students will anticipate plots of land which may be developed in the future. Using all the information gained thus far, students decide which area should be used for the airport, which should be industrial, and which should be residential. The students may then "free wheel" to develop street plans for the residential areas.

Introduction To Freeway Planning

In the following four activities, students enact roles of highway planners, city council members, State Highway Commission members, citizens' groups and others concerned with effects of freeway construction.

Part I: The Division of Highways

Each student works individually as a planner in the Division of Highways who is endeavoring to plot a freeway route that will be in the best interest of the public.

Part II: Citizens and Cities - Gamesheet Activity

Emphasis is placed upon the strong opinions of individuals and citizens' groups regarding the location of a freeway. Identities of the groups are not in the foreground in this activity, but their interest regarding conservation of residential areas, historical sites, etc. play a prominent part.

Part IV: Mileage and Costs

Students working with the routes selected in Part III must determine mileage estimates and total construction costs to complete the freeway unit.

Railroads: Passenger Service

Students, as members of the Public Utilities Commission, will examine the request of a railroad company to discontinue various passenger services.

MANUFACTURING OCCUPATIONS

Fit To A "T" - (Bosses and Workers)

Puzzle Activity: Students, divided into two groups, experience the difficulty of putting a puzzle together with open and close channels of communication.

Flashlight Assembly Game

Gamesheet Activity: A demonstration of the application of flow-charting to assembly planning and operations. (Beam-O-Brite Flashlight Company)

Lead Assembly Man Simulation

Student as a lead assembly man, oversee the operation of an assembly line and review all suggested improvements. (Beam-O-Brite Flashlight Company)

Purchasing Agent Simulation

Students as purchasing agents must order material considering costs, quality, delivery time and delivery costs. (Beam-O-Brite Flashlight Company)

Light Bulb Inspection Simulation

Student as an inspector of the flashlight assembly line examine several defective bulbs to discover the principle cause of trouble.

TV Repairman Simulation

Students as TV repairmen work from Troubleshooting and Tube Layout Charts to correct customer's malfunctioning sets.

MARKETING OCCUPATIONS

The Magnificent Mouse House Company

Through the use of a diagram that shows the various steps involved in the production and marketing of a product, the students will realize the relationship between education and job qualifications.

Consumer Protection

Through the use of consumer materials and discussion, students are given examples of consumer fraud and the need for consumer protection.

Truth-In-Advertising Referee

Students as referees in an imaginary Truth-In-Advertising Bureau make judgements in customer and seller controversies.

How Bad Is The Ad?

Students as Federal Trade Commission members, review a series of ads and determine their truthfulness.

Who's Right?

Students, as State Consumer Council members, review cases involving disagreements between consumers and sellers and determine who is right.

Advertising - Three day activity

Media Selection and Layout: Students as professionals in the advertising industry begin by selecting a product to advertise, calculate media costs and laying out the advertisement.

Television Commercial Writer: Students as commercial writers prepare thirty-second to one minute commercials about the products selected above.

Television Presentation: Culminating activity - students, using layouts and commercials from previous activities, present their commercials on a simulated television program.

New Car Salesman

As a car salesman, the student fills out a purchase agreement computing the costs of basic and accessory items for a new car.

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PROJECT R-3

HERBERT HOOVER JUNIOR HIGH SCHOOL

SAN JOSE UNIFIED SCHOOL DISTRICT
1635 PARK AVE SAN JOSE, CALIFORNIA 95126
TELEPHONE (408) 287-1111

* PROJECT R-3 AWARENESS MATERIALS

____ Brochure

____ Sample Simulation(s)

____ Sample Reading Contract(s)

____ Sample Math Contract(s)

____ Math Price List

* PROJECT R-3 AWARENESS MATERIALS ARE
AVAILABLE WITHOUT CHARGE

** PROJECT R-3 INDEPTH BOOKLETS ARE AVAILABLE
AT \$6.00 EACH (TAX AND SHIPPING INCLUDED)

*** ANNOTATED SIMULATION INDEX IS AVAILABLE AT
\$1.00 EACH (TAX AND SHIPPING INCLUDED)

OUT OF STATE: INVOICE FORTHCOMING FROM
SAN JOSE UNIFIED SCHOOL DISTRICT
ACCOUNTING DEPARTMENT

BUDGET #10-429-77-5600-32638-033

PRICE SUBJECT TO CHANGE WITHOUT NOTICE

Office Use

SHIPPED BY _____ DATE _____

AMOUNT \$ _____ P.O. # _____

** PROJECT R-3 INDEPTH BOOKLETS

____ Curriculum Overview

____ Flowcharting Handbook

____ Mathematics Component

CAREER - GAMING/SIMULATIONS

____ Agricultural Occupations

____ Business & Office Occupations

____ Career Preparation Occupations

____ Communication Occupations

____ Community Planning Occupations

____ Electronic Data Process Occu.

____ Environmental Occupations I

____ Environmental Occupations II

____ Manufacturing Occupations

____ Marine Occupations

____ Marketing Occupations

____ Personal Finance Occupations

____ Personal Service Occupations

____ Public Safety Occupations

____ Public Utility Occupations

____ Recreation Occupations

____ Scientific Occupations

____ Transportation Occupations

*** Annotated Index

PLEASE SEND TO:

NAME _____

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DISTRICT _____

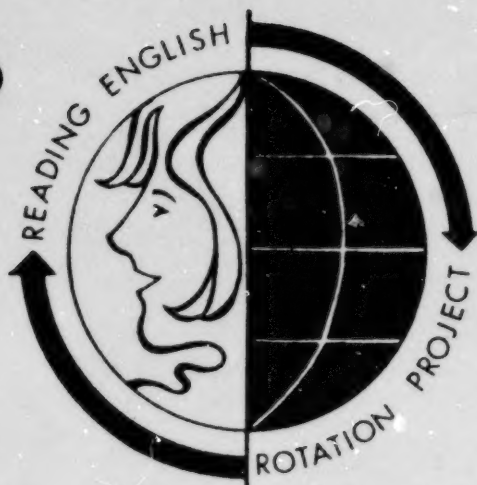
PHONE () _____

P.O. # _____ DATE _____

CONFERENCE OR AWARENESS PRESENTATION _____

LOCATION _____

PRESENTER _____



TITLE I-ESEA

READING/ENGLISH ROTATION PROJECT

Norris Middle School
McDuffie County School System
Thomson, Georgia 30824

HOW DOES THE PROGRAM WORK?

Organization:

What are the specific program objectives? The project has specified the following performance objectives:

1. Ninety-five percent of students participating in the program will make ten months' progress in reading as measured by the SRA Achievement Test; and,
2. Ninety-nine percent of students will read, and share with an adult, at least 36 library books that have been selected on the basis of the student's identified interests and independent reading level.

How is the program organized? The project operates in four phases: identification of student strengths and weaknesses; grouping students exhibiting similar needs and interests; instruction based on established needs; and evaluation of program effectiveness as evidenced by student achievement. Taking into account the characteristics of the participants and their identified needs, an innovative organizational pattern was designed.

Rotation groups are formed consisting of 60 students divided into three groups of 20. Each group of 20 moves to three different classrooms during a two-period time block of one hour and 30 minutes. Each classroom is equipped to serve a different function.

This rotation grouping, as well as sub-grouping in each classroom, permits flexibility of student movement as reading levels improve and specific reading skills are mastered. An added advantage is that regularly scheduled classes in social studies, mathematics and science are not interrupted.

How are the classrooms organized? One of the classrooms is equipped as a reading laboratory where the supervising reading teacher and two teacher aides work individually or with small groups of child-

NATURE OF THE PROGRAM

- Type:** • An individualized, diagnostic, prescriptive language arts program designed to meet students' identified needs
- Audience:** • Students in grades 6 - 12
- Purpose:** • To improve the academic performance of each participant
- To assure that each participant becomes functionally literate
 - To build a daily success pattern for each participant
 - To develop a love for reading
- Rationale:** • Focuses on reading as the key to all other learning
- Utilizes a child's speaking vocabulary as a basis for effective reading instruction
 - Provides a management support system that enables the teacher to cope with the short attention span of low achieving disadvantaged students
 - Enables an administrator to lower pupil-teacher ratio; thereby maximizing the interaction between the teacher and the learner

ren on basic reading skills. In an adjacent classroom, a developmental reading teacher and one aide work with small groups of students using a language experience approach to teach trade books and paperback books chosen on the children's interest level. In the third adjacent classroom, an English teacher and an aide again reinforce the reading skills and teach the basic English skills using the sentence patterns developed in the reading classroom. During the two-period block of time (90 minutes), each group of 20 participants remains in each of the three classrooms for approximately 30 minutes.

Materials and Activities:

How are student needs determined? In order to identify potential candidates for the program, the SRA Achievement Test is administered in September to all students in grades 6 through 12. All students scoring two or more grades below grade level are individually tested with several diagnostic tests including the *Basic Sight Word Test*. At the time of administration the teacher records reading level and specific reading difficulties encountered by the student, such as failure to identify beginning and ending consonant sounds, initial blends, and vowel sounds. In addition to these tests, some students are given an Informal Reading Inventory. On the basis of these tests, and beginning in ascending order from the lowest score, the program participants are chosen.

After the project group is selected, the supervising reading teacher diagnoses the individual needs and progress of participants through the repeated use of basic word tests and informal reading inventories. Among the inventories used is the *University of Georgia Test of Phonic Skills*, as well as numerous teacher-made test exercises designed specifically to determine the extent of reading skill mastery. In developing these test exercises, teachers use the child's speaking vocabulary, since students read at a higher level when words are chosen from their daily living experiences. A few other informal inventories, designed to identify the child's special interests and to assess changes in his self-image, have also been developed by project teachers and administered to students.

A record of diagnostic results and the completion of specific activities and materials is maintained in an individual folder for each student. All of this information serves as the basis for formulating performance objectives, for grouping, for instruction, and for the selection of specialized materials which are tailored to participants' needs, interests, and instructional level.

What materials are provided? A wide variety of multi-level instructional materials are utilized, in keeping with the program's emphasis on individualized programming. Teachers carefully plan for the use of the most appropriate materials for specific learning activities. One strategy is the use of teacher-made exercises which are tailored to the student's interests and experiences. A well-equipped listening center is

located in the reading laboratory where students may listen to taped programs or make their own recordings. Students are also exposed to trade books, paperbacks, magazines and various library titles, in accordance with their identified interests and independent reading levels.

How are the materials used? All instruction focuses on reading and on the concomitant communication skills of listening, speaking, writing, spelling and English. Specific needs are diagnosed individually, and every effort is made to help each participant develop basic skills sequentially. Emphasis is also placed upon motivating a sense of enjoyment in the reading experience.

Each of the three rotation classrooms utilizes different activities and materials. For example, in the reading laboratory, students listen to tapes which are sequentially programmed, complete oral and written activities, and are encouraged to read independently. In the developmental reading classroom, the students relate their own experiences which are utilized for skill building. Also, stories are read aloud by the teacher or aide as a means of increasing vocabulary, developing listening skills, and encouraging a love of reading. In the third classroom (Basic English), teacher-prepared exercises, language workbooks, and games are used to reinforce basic skills which have been taught.

How is student progress assessed? Evaluation is an integral part of each day's instruction. The supervising reading teacher continuously assesses the extent to which specific skills are mastered, and teaching activities are planned accordingly, with all teachers participating.

Achievement gains attained as a result of project participation are determined through pre/posttest results on the SRA Achievement Test as well as the specific skills mastered on the various diagnostic tests.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Training:

Is inservice training needed or suggested? Staff development is a vital part of daily two-hour staff planning periods. Project staff also participate in weekly inservice sessions conducted by a reading specialist. Teaching aides also receive special training.

What provisions are available for staff training? Awareness materials are available and visitors are welcome at the project site. The project staff does provide on site training for adopting districts as well as workshops conducted at adopting sites. Dates and times to be scheduled.

Materials and Equipment:

What special materials must be purchased? A variety of multi-media, high-interest, low-level materials is recommended. The materials should allow for individual as well as small group instruction. Choice should be based on student need and interest. Most

materials are already found in the schools. It becomes a matter of organization and management.

Are special facilities or equipment needed or suggested? Since one of the rotation modules utilized by the program is a reading laboratory, it is suggested that such a facility be provided by any district seeking to adopt the program. The laboratory should be equipped with standard hardware and software to facilitate audiovisual skill-building for program participants. The program uses a minimum amount of hardware and focuses primarily on the personal interaction with concerned, interested and supportive adults.

Cost:

What is the cost of installing the program? First year costs are estimated at \$360.42 per student due to the need for the special instructional materials for individualized teaching. This amount includes the extra personnel — 1 lead teacher and 4 paraprofessionals.

What are the annual maintenance costs? The project estimates that it will cost an adopting school district approximately \$4 to \$5 per student per year to operate the program excluding personnel.

WHAT HAS THE PROGRAM ACHIEVED?

How was the program developed? The program was developed with Title I funds in response to a critical need to raise the reading level of economically disadvantaged students at the junior high school level in the McDuffie County School System. Over a period of seven years, more than 750 students were served. The project has been nationally validated and approved for dissemination by the Joint Dissemination Review Panel of the U.S. Office of Education.

What evidence documents the effectiveness of the program? The basic evaluation for this project was the analysis of data yielded by the pre and post administration of the Gates-MacGinitie or SRA Achievement Test. While no true experimental design was utilized, an attempt was made to compare the results with certain historical data.

Prior to participating in the program, targeted sixth grade students were reading at a 3.3 grade equivalent level. That is, for every year in school, these children were making a half-year gain in reading. However, during the project years this rate of growth changed dramatically. Specifically, the average rate of progress was three times the previous rate.

Table 1 presents the percentage of students during each project year who made gains greater than 10 months (average rate of growth for "normal" population).

TABLE 1

Percentage of students making gains greater than 10 months

Project Year % Students with Gains

	Greater than 10 Months
1972	70%
1973	86%
1974	90%

SUMMARY

This project has served more than 750 seventh and eighth grade students during the past seven years. Project participants were the lowest achieving reading students in the grade being served. After having completed six, seven and in some cases eight years of public school, students entered the Reading English Rotation Program reading at beginning third grade level. For each month in the project the students averaged a gain of 1 month's growth in reading achievement and slightly less than 1 month's growth in Language Arts achievement. Many gained more than 2 month's growth per month of instruction. By the end of each new project year, students were reading independently using books selected at their reading and interest level and also sharing these books with adults. Additionally, students who had reluctantly participated at the beginning of the year longed to be allowed to remain in the project all day. Attitudes and general self-image greatly improved as academic progress accelerated.

USEFUL INFORMATION

Where can the program be obtained?

Marcelyn Hobbs, Project Director
Reading/English Rotation Project
Norris Middle School
McDuffie County Schools
Thomson, Georgia 30824
(404) 595-3527

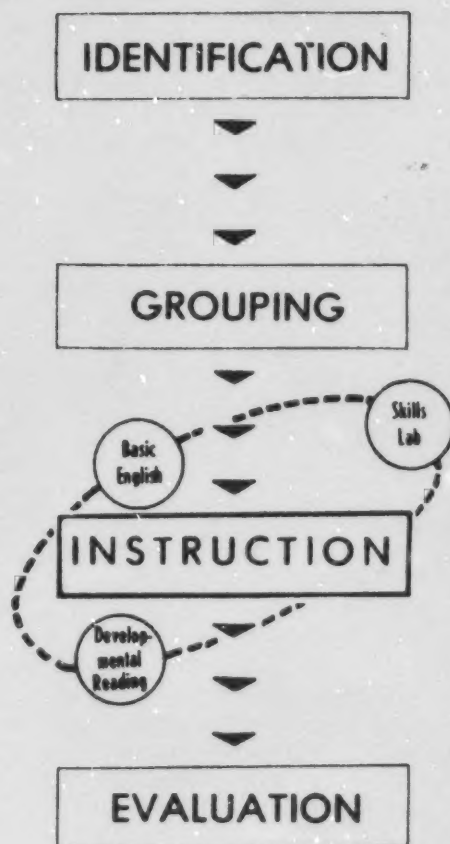
REFERENCES

Project Brochures and Reports



A USOE TITLE I ESEA

Developer/Demonstrator/Project



A Nationally Validated Project

United States Office of Education

Reading English Rotation Project

**A Language Arts Program
developed by**

McDUFFIE COUNTY SCHOOL SYSTEM

Norris Middle School

P.O. Box 1087

Thomson, Georgia 30824

(404) 595-3527

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READING ENGLISH ROTATION PROJECT
NORRIS MIDDLE SCHOOL
THOMSON, GEORGIA
DEVELOPER DEMONSTRATOR

- I. HISTORY OF THE PROJECT
- II. CHARACTERISTICS OF PROJECT STUDENTS
- III. BASIC ASSUMPTIONS OF THE PROJECT
- IV. PROJECT MODEL
- V. ORGANIZATIONAL PATTERN
- VI. PROJECT CLASSROOMS
- VII. PROJECT EVALUATION
- VIII. PROJECT COST
- IX. PROJECT VISITATION
- X. PROJECT TRAINING

HISTORY OF READING ENGLISH ROTATION PROJECT
NORRIS MIDDLE SCHOOL
THOMSON, GEORGIA

1. BEGAN IN 1970 - 60 STUDENTS - 1 TEACHER - 1 AIDE
1971 - 120 STUDENTS - 3 TEACHERS - 3 AIDES
1972 - 120 STUDENTS - 3 TEACHERS - 4 AIDES
1973-76 - 120 STUDENTS - 3 TEACHERS - 4 AIDES
1977-81 - 240 STUDENTS - 5 TEACHERS - 5 AIDES
2. USOE - JDRP - APRIL, 1973
3. ED FAIR 1973 - REPRESENTED SOUTHEASTERN UNITED STATES
4. MAY, 1977 - HONORED BY USOE AS 1 OF 50 NATIONALLY VALIDATED
TITLE I PROGRAMS IN NATION
5. JUNE, 1977 - AWARDED CONTRACT BY USOE AS 1 OF THE
6 TITLE I PROJECTS DESIGNATED AS DEVELOPER
DEMONSTRATOR

CHARACTERISTICS
OF EDUCATIONALLY DEPRIVED
JUNIOR HIGH SCHOOL STUDENTS

1. HAVE A SHORT ATTENTION SPAN.
2. ARE EASILY DISTRACTED.
3. ARE READING TWO OR MORE YEARS BELOW GRADE LEVEL.
4. HAVE A POOR SELF-CONCEPT.
5. COME FROM ECONOMICALLY DEPRIVED AND/OR CULTURALLY DIFFERENT HOME WHICH OFFERS LITTLE, IF ANY, INTELLECTUAL STIMULATION OR MOTIVATION TO READ PRINTED MATERIALS.
6. NEED A WIDE VARIETY OF INDIVIDUALIZED LEARNING MATERIALS WHICH DO NOT REMIND HIM OF TRADITIONAL READING TEXTBOOKS WITH WHICH HE HAS FAILED.

BASIC ASSUMPTIONS
OF THE
READING ENGLISH ROTATION PROJECT

1. LOW ACHIEVERS HAVE A SHORT ATTENTION SPAN.
2. READING IS ONLY ONE FACET OF THE COMMUNICATION PROCESS; THERE IS AN INTERRELATIONSHIP BETWEEN THE ABILITIES TO READ, LISTEN, SPEAK, AND WRITE.
3. READING ACHIEVEMENT CAN BE INCREASED BY INTEGRATING THE TOTAL COMMUNICATIONS PROCESS.
4. LOW ACHIEVERS NEED A WIDE VARIETY OF MULTI-LEVELLED, HIGH INTEREST, RELEVANT READING MATERIALS WHICH DO NOT REMIND THEM OF TRADITIONAL BOOKS IN WHICH THEY HAVE ALREADY FAILED.
5. LOW ACHIEVERS TEND TO HAVE LOW SELF-CONCEPTS; HIGH SELF-CONCEPTS CORRELATE POSITIVELY WITH HIGH ACHIEVEMENT.
6. "LITTLE" SUCCESSSES BREED BIGGER SUCCESSSES.
7. A LOWER-PUPIL RATIO MAXIMIZES THE INTERACTION BETWEEN THE TEACHER AND THE LEARNER.
8. MAXIMIZING ONE FACET OF THE LANGUAGE ARTS THROUGH THE REINFORCEMENT AND REPETITION IN OTHER LANGUAGE ARTS AREAS MAXIMIZES LEARNING.

IDENTIFICATION



GROUPING



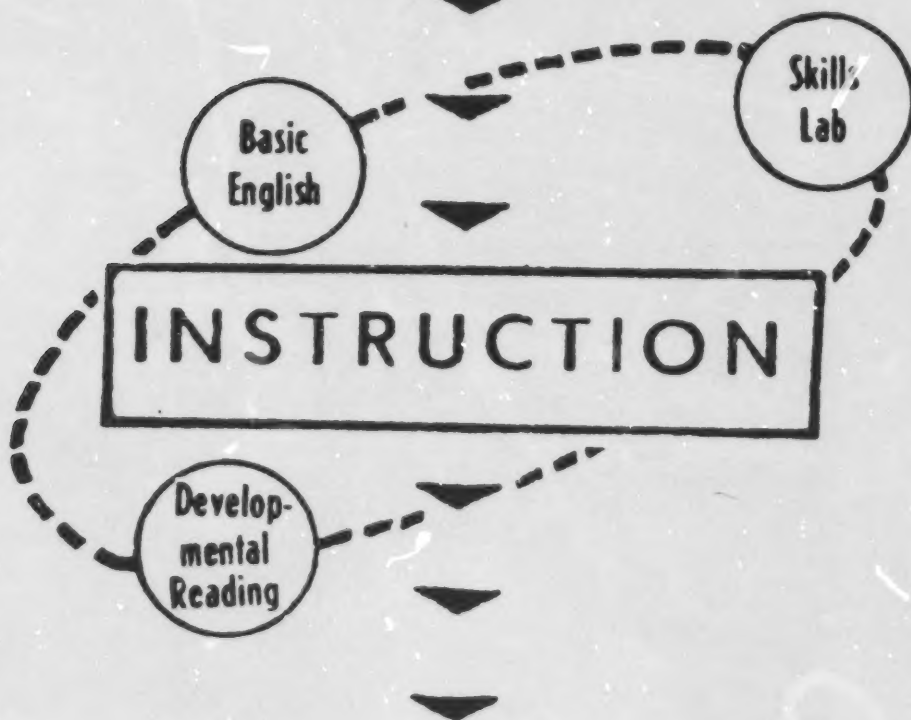
**Basic
English**

**Skills
Lab**

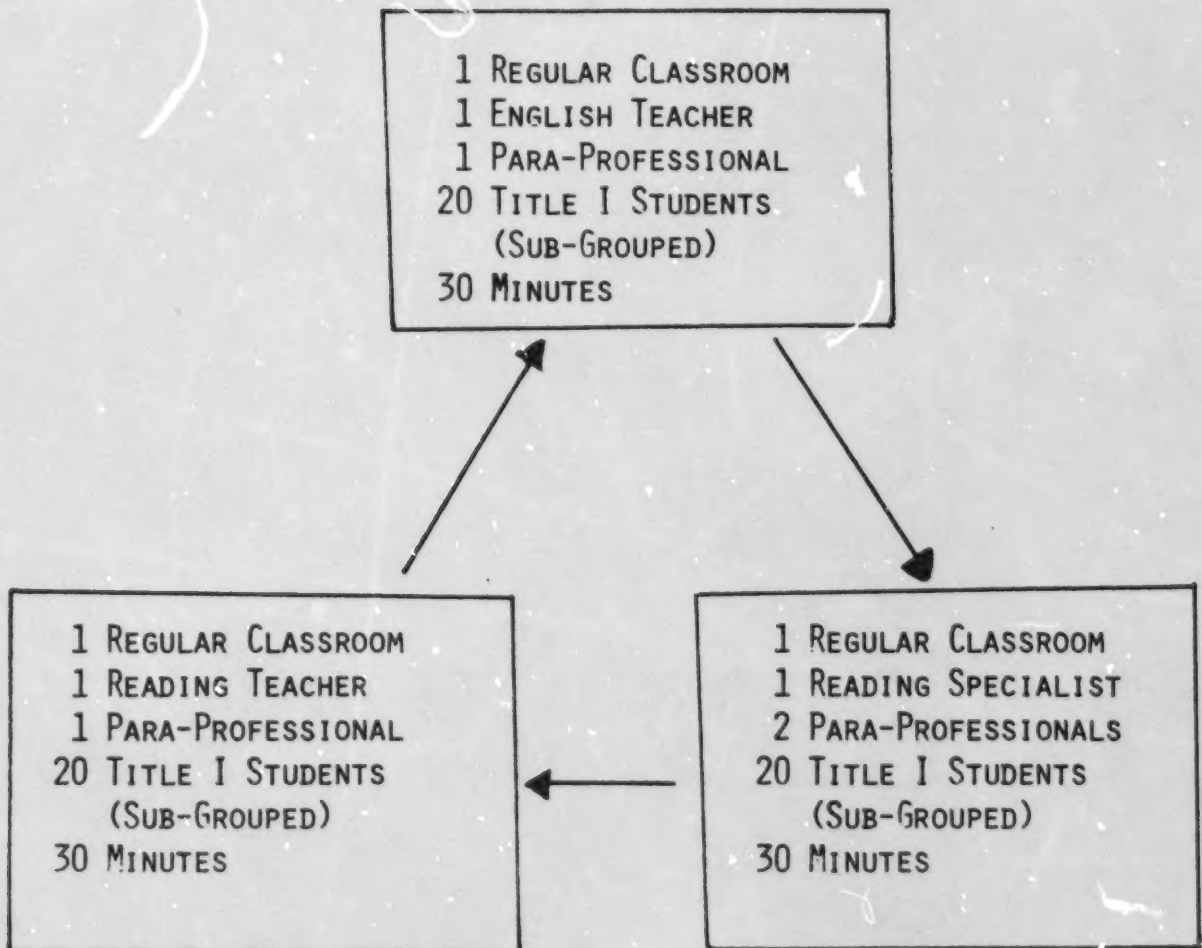
INSTRUCTION

**Develop-
mental
Reading**

EVALUATION



ORGANIZATION PATTERN
THREE CLASSROOMS
TITLE I
READING ENGLISH ROTATION



RER COST SHEET

*PERSONNEL:

1 READING SPECIALIST - - - - -	\$12,000.00
TEACHER RETIREMENT (9.83%) - - - - -	1,180.00
SICK LEAVE - - - - -	125.00
4 PARAPROFESSIONALS @ \$3,600.00 - - - - -	14,400.00
TEACHER RETIREMENT (9.83%) - - - - -	1,416.00
SOCIAL SECURITY - - - - -	883.00

TOTAL - - - - - \$30,004.00

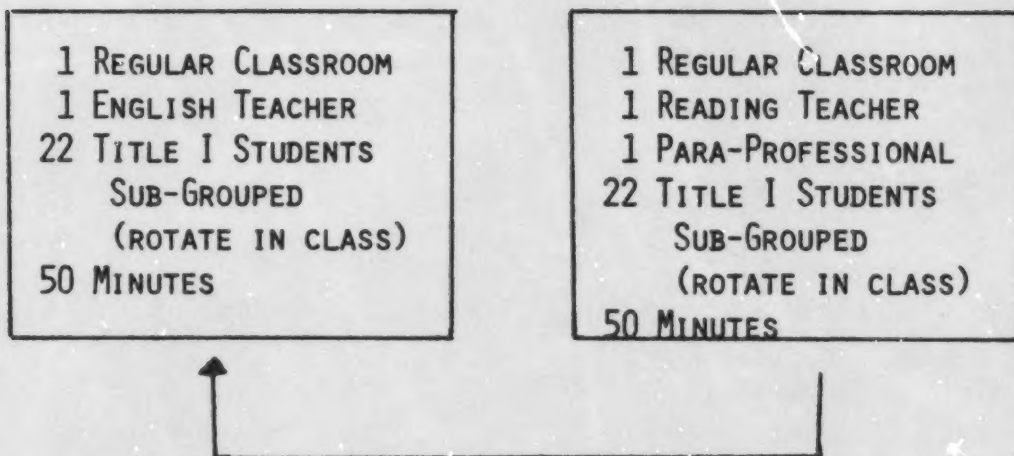
*THE ABOVE WOULD INSTRUCT 120 TITLE I STUDENTS DAILY (2 ROTATIONS) AND IS BASED ON GEORGIA'S 1978-79 TEACHER SALARY AND PARAPROFESSIONAL PAY SCALE.

**MATERIALS:

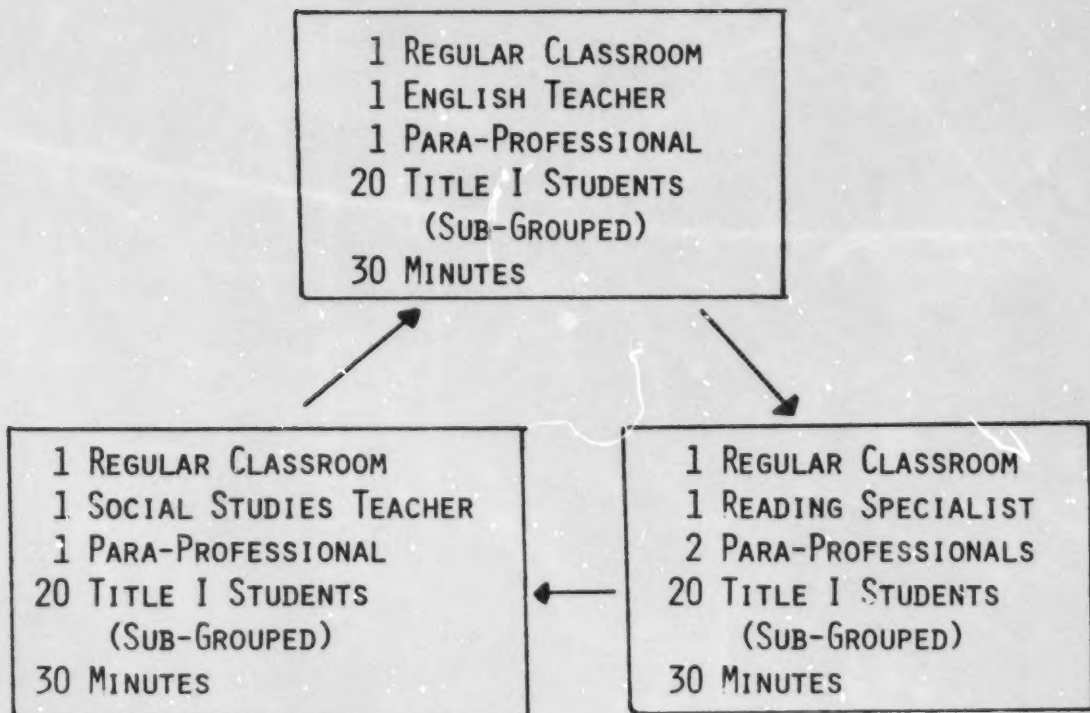
START UP COST FOR MATERIALS AND EQUIPMENT WOULD BE APPROXIMATELY \$250.00 PER CHILD OVER AND ABOVE STATE ALLOTMENT.

**THE ABOVE WOULD BE FOR 3 CLASSROOMS (READING, ENGLISH, AND SKILLS LAB) AND WOULD BE ADEQUATE FOR 120 TITLE I STUDENTS (2 ROTATIONS).

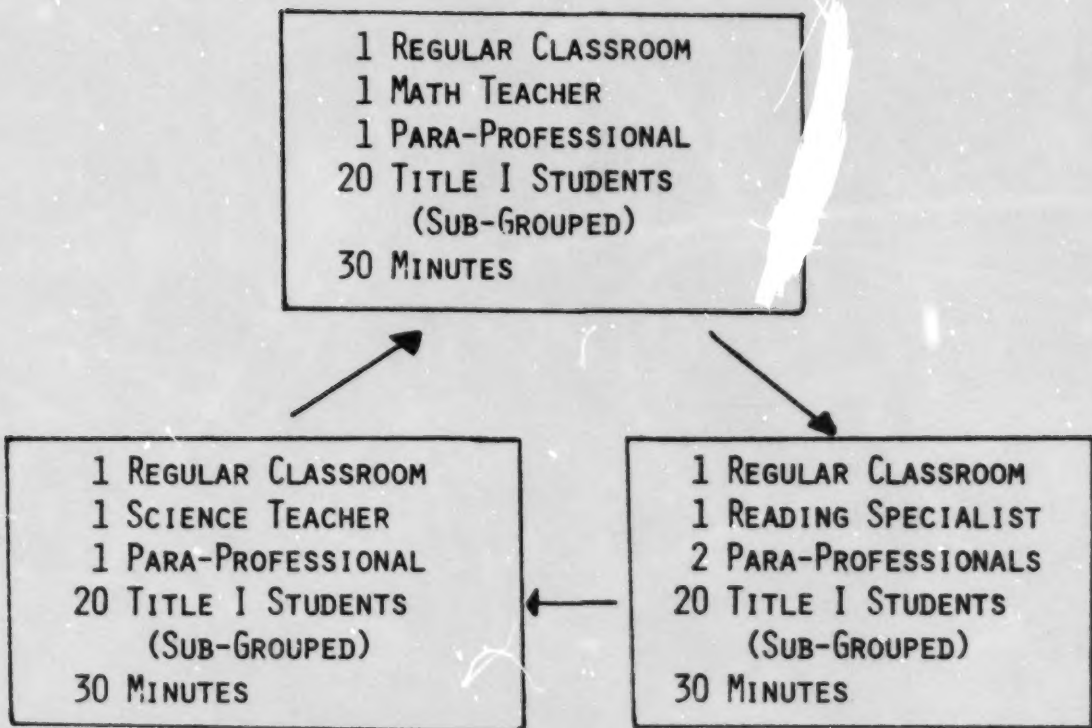
ADAPTION MODEL
ORGANIZATIONAL PATTERN
TWO CLASSROOMS
TITLE I
READING ENGLISH ROTATION



ADAPTATION MODEL
ORGANIZATION PATTERN
THREE CLASSROOMS
TITLE I
READING ENGLISH ROTATION



ADAPTATION MODEL
ORGANIZATION PATTERN
THREE CLASSROOMS
TITLE I
READING ENGLISH ROTATION



Reading English Rotation Project

A Language Arts Program



KEY PROGRAM ELEMENTS

USOE
TITLE I ESEA
Nationally Validated Project
Funded by NDN

Marcelyn Hobbs, Director
P.O. Box 1087
Thomson, Georgia 30824
(404) 595-3527

KEY PROGRAM ELEMENTS

1. IDENTIFICATION

Ideal

On the basis of results from annually administered standardized achievement tests, students are identified as the lowest achievers per grade, excluding mentally handicapped

Acceptable

Same as ideal plus adding teacher recommendation to standardized test scores

2. GROUPING

Ideal

On the basis of reading level, as determined by individual diagnostic tests, students are grouped into three rotation groups

Acceptable

On the basis of reading level, as determined by group diagnostic tests, students are grouped into three rotation groups

3. MANAGEMENT/INSTRUCTION

a. Rotation Schedule

Ideal

The project students in their homogeneous groups, rotate through three classes during a double period of at least 90 minutes. One class is a Skills Lab; the two content classes are Basic English and Developmental Reading

Acceptable

The project students in their homogeneous groups, rotate through three classes during a double period of at least 90 minutes. One class is a Skills Lab; English, Social Studies; English, Study Hall

b. Staffing Schedule

Ideal

Two content teachers plus a Title I teacher see each of the three groups of students for 30 to 35 minutes. The two content teachers have an aide and the Title I teacher has 2 aides.

Acceptable

Two content teachers plus a Title I teacher see each of the three groups of students for 30 to 35 minutes. One to four aides may be used

c. Subgrouping for Instruction

Ideal

Based on skill deficits in each content area, rotation teacher subgroups students homogeneously for separate instructional activities. For each content class, two subgroups are formed. For Skills Lab, the number of subgroups formed exceeds the number of teacher/aide staff by one. Students must change subgroups from one class to the next.

Acceptable

N/A

d. Instructional Contact

Ideal

In content classes, rotation teacher instructs each subgroup two alternating days/week; aide reinforces instruction with each subgroup two alternating days/week. In Skills Lab, teacher instructs each subgroup once/week; aide(s) supervise reinforcement and practice with each subgroup three days/week.

Acceptable

In classrooms where there are no aides, teacher supervises reinforcement activities of one subgroup while instructing the other subgroup

e. Instructional Activities

Ideal

In content classes, directed instructional activities alternate with reinforcement activities for each subgroup Monday through Thursday. In Skills Lab, a 3-4 day cycle of activities includes directed instruction, supervised practice and reinforcement activities, listening station, language experience activities and crafts.

Acceptable

N/A

f. Integrated Skill Sequence and Use of Materials

Ideal

Rotation teachers develop and use a single skills sequence chart that cross-references target skills to instruction in rotation classes on a daily basis across a 1 year timeline.

Rotation teachers select materials for a particular activity by three criteria:

- a) material is at student's reading level
- b) material addresses student's skill deficit
- c) material reinforces skills being taught in other rotation classes
- d) material relates to current theme

Acceptable

Rotation teachers develop and use a single skills sequence chart that cross-references target skills to instruction in all classes within a 3 week, 6 week, or 9 week period.

4. EVALUATION

Ideal

Yearly evaluation is based on pre and post standardized achievement tests, the program is evaluated by the mean gain in growth in reading and language arts achievement per month of instruction.

Acceptable

Yearly evaluation is based on pre and post standardized achievement tests, the program is evaluated by the mean gain in reading and language arts achievement per month of instruction.

Diagnostic evaluation is done at beginning, midyear and at the end of year. Regrouping for instruction at these times allows for progress or regression.

Daily evaluation occurs by team teachers to plan and adjust teaching strategies.

Diagnostic evaluation is done only at beginning of year for grouping.

Daily evaluation occurs by team teachers to plan and adjust teaching strategies.

PROJECT Reading -- Individualized Remedial Laboratories
 Math -- Individualized Remediation

DESCRIPTORS Elementary Education, Remedial Mathematics, Remedial Reading,
 Resource Room Programs, Secondary Education

TARGET AUDIENCE Approved by JDRP as a reading program for children age 6-18.
 This program has been used in other settings as a mathematics
program, but no evidence of effectiveness has been submitted to or approved by
the Panel.

DESCRIPTION A project designed to provide continuous diagnosis of student needs
 and daily prescriptions for learning improvement. The reading
laboratories have been developed for high concentration on the improvement of
basic reading skills. A reading laboratory staffed by one special reading teacher
and a paraprofessional accommodates 80-120 students daily for the entire school
year. Each student's daily prescription includes two or more activities designed
to meet his/her needs. Students' prescriptions include programmed and self-
instructional materials purchased from a variety of vendors or developed both by
consultants and project teachers. Emphasis is placed on inservice in the class-
room. Inservice education is provided through workshops, consultant classroom
visits, and local supervisory services and support.

The mathematics program provides systematic remedial instruction in areas of
individual student weaknesses. A teacher and a paraprofessional work with 80-120
students daily in a specially equipped classroom. The mathematics laboratories
are characterized by a focus on carefully selected essential concepts, skills,
and applications with number ideas and computation; an individualized approach
to the instruction; a meaningful approach to the learning of content; careful
monitoring of student achievement; and teacher guidance in a supportive atmos-
phere. The program is based on project-developed materials, reinforced by a
variety of supplementary resources and activities. Daily work is guided by
individual prescriptions consisting of two or three types of activities. Inser-
vice education receives a strong emphasis through workshops, consultant visits,
and local supervisory services and support. There is an ongoing evaluation of
project content, materials, instructional procedures, and overall achievement
pattern of students.

EVIDENCE OF EFFECTIVENESS Data collected in 1977-78 following JDRP approval
 showed the following average gains over an eight-
month period: Slosson Oral Reading Test, 1.28 years average gain; Gray Oral Test,
1.51 years average gain; California Reading Achievement Test, 1.15 years average
gain; California Math Test, 1.11 years average gain. The individualized labora-
tory approach seems also to minimize student negative behavior through individual
and positive reinforcement.

IMPLEMENTATION REQUIREMENTS An extra teacher and paraprofessional are required
 to serve up to 120 students. A classroom facility
for use as a laboratory is needed. Normal furnishings (tables and chairs that
can be arranged in a flexible manner) are suitable. A filing cabinet for student
record folders is needed. It is desirable to have an audio-active card reader
and three or four cassette player-recorders. Start-up training takes eight hours;
continuing training takes a minimum of two hours per month, but six to eight hours
are preferable.

FINANCIAL REQUIREMENTS Expenditures averaged approximately \$229 per student. This figure includes all administrative and backup support services. (Project staff noted that past experience and thrust in the reading area made for easier organization and utilization of previous projects' materials, equipment, and staff.)

SERVICES AVAILABLE No special network funding supports this project's dissemination efforts. Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (coverage of expenses will depend on situation).

CONTACT Virginia Morgan; Reading Laboratories; Dougherty County School System; P.O. Box 1470; Albany, GA 31702 (912) 436-6544

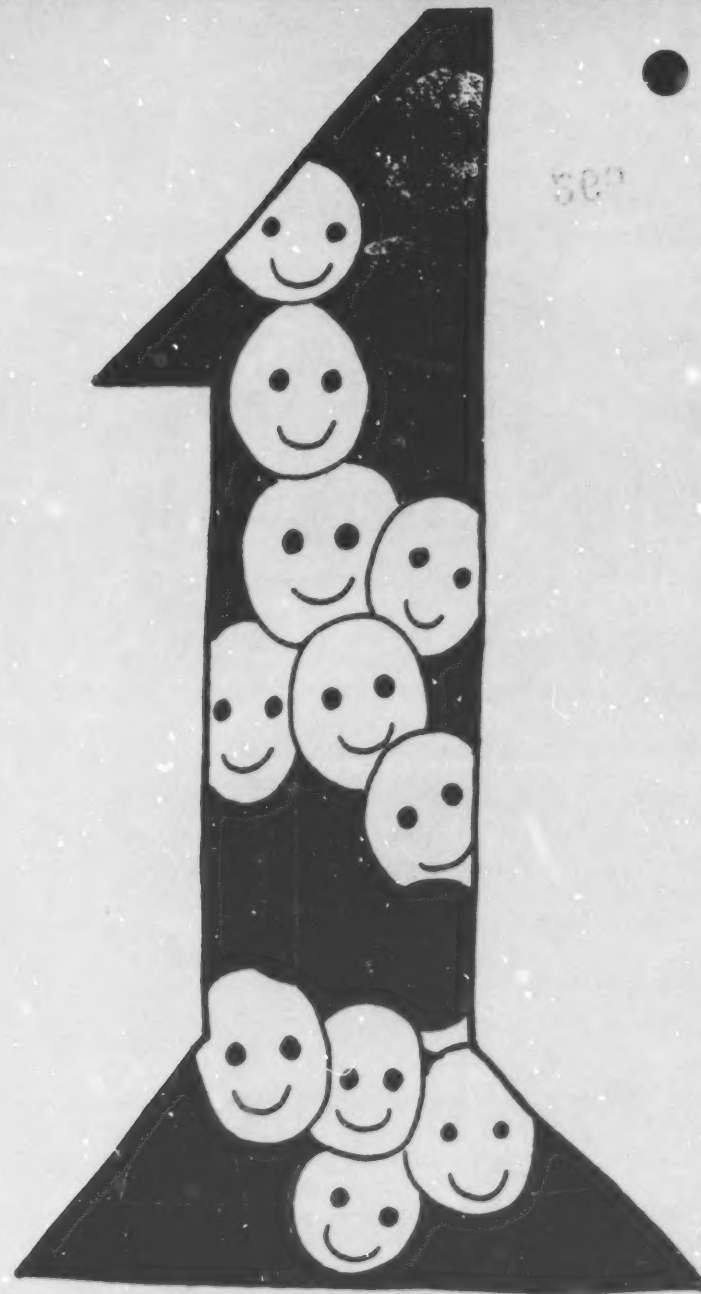
261



587



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Title I

Dougherty County, Albany, Ga. 263



What is Title I?

Title I is part of a law. This was passed by Congress. Its purpose is to help the schools do more for children who, for one reason or another did not get a good start in school. It is part of a law that was passed to help parents to see that their children get a better chance in life.

In Dougherty County both parents and teachers believe that reading, writing, and math skills are needed in order to succeed in life. They also believe that the sooner some children are taught the basic skills the more likely they are to do well in school. With that in mind, the Dougherty County School System developed, under Title I, two special programs. These programs are the Title I Reading Laboratory Program and the Title I Mathematics Laboratory Program. You are invited to visit these programs in any of the 16 schools which they serve.



In Dougherty County, educators believe that parents need to know what is going on in their schools. The educators believe that parents can help them to do a better job. They need and want the help and advice that parents can give them. With that in mind, a Parent Advisory Council has been set up in each school where a Title I program is located.

What is the role of
parents in Title I?

What is so special about the Title I Reading Laboratory Program?



Most of the children who go to the reading laboratories have had a difficult time learning to read. To overcome problems, the reading laboratories use special materials that are designed to make reading easier. Some of these materials are called programmed instructional materials. These materials allow the child to study at his level of achievement and at his own pace under the guidance of a teacher and a well trained aide. Most of the children love to go to the reading laboratory, for nearly all of them are successful. They love to have visitors. Many times when a visitor comes close to a child in the laboratory, the child will start to read aloud. He wants the visitor to know that he can read.

Come and visit the laboratories. The teachers and aides want to show off their laboratories. But most of all, the children will enjoy reading to you.



Well, what about the
Mathematics Program?

The students who attend the mathematics laboratory for one period a day are those who have had trouble learning math. Now, through the use of special materials and the special attention paid to each student, the children are learning math. In fact, some of those who disliked math now like it. They come into the laboratories smiling and, for the most part, get right to work. The students in the Title I mathematics laboratory last year made much progress and they were very proud of themselves.

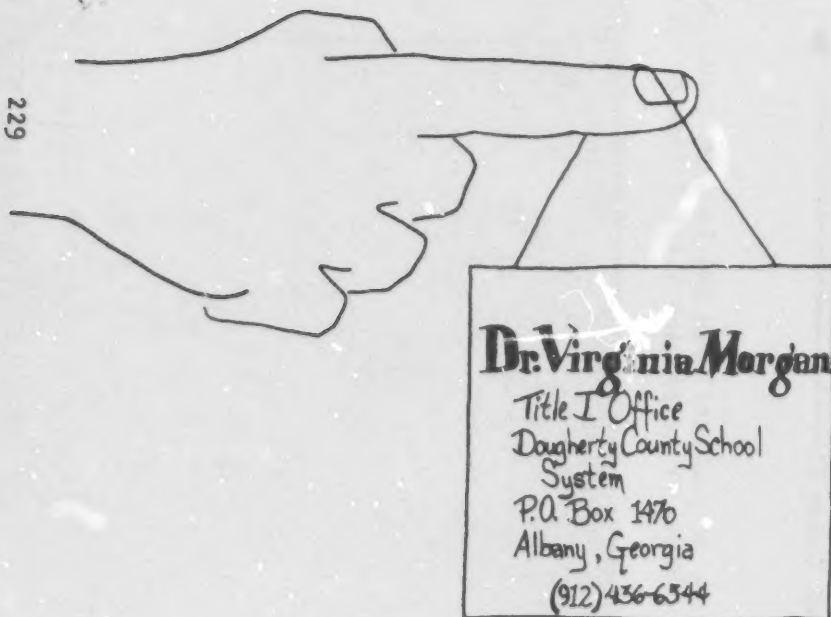
Come and visit the math laboratories. The teachers are always glad to have visitors. They enjoy talking to parents. The laboratories are probably quite different from the classrooms you attended when you went to school a few years ago.



If you have a child in a Title I Program, talk with him or her about what happened in school each day. Praise the child when he brings home papers from school. Read to the child for five to fifteen minutes a day. Visit with the teacher. Let the child know that you think that what he is doing in school is very important. Remember, your child will have just a few short years in school. Let's all work to make those years happy and successful.

What can parents do at home?

**Do you
want to know
more?**



PARENT INVENTORY

Dear Parent,

The purpose of this survey is to find out what the parents of Albany school children think about the Title I programs in reading and mathematics. We are especially interested in what you think because you have a child in the Title I program. Thank you for your time with this survey.

* * * * *

1. Your sex _____ Please Check ☒ Your Answer
☐ Male ☐ Female

2. Are You? _____ Please Check ☒ Your Answer
☐ Married ☐ Single ☐ Widowed ☐ Divorced ☐ Separated

3. What was the highest grade that you completed in school? _____ Please Fill-In Your Answer

 (Grade)

4. How many children do you have in school this year, including Kindergarten through Grade 6? _____ Please Fill-In Your Answer

 (Number of Children)

5. How many of your children are in each grade and where do they go to school? Who is their Principal and Title I Teacher in each grade? _____

Please Fill-In Your Answers

	Number of Children	School Name	Principal's Name	Title I Teacher's Name
Kindergarten:				
Grade 1:				
Grade 2:				
Grade 3:				
Grade 4:				
Grade 5:				
Grade 6:				

PLEASE TURN TO NEXT PAGE 275

BEST COPY AVAILABLE

6. How many of your children are in the Title I program in reading and/or mathematics?

Please Check ☒ Your Answers

Reading	Mathematics
☐ One	☐ One
☐ Two	☐ Two
☐ Three	☐ Three
☐ More Than Three	☐ More Than Three

7. How many years have your children been in the Title I program?

Please Check ☒ Your Answers

Child 1	Child 2	Child 3	Child 4	Child 5
☐ One Year	☐ One Year	☐ One Year	☐ One Year	☐ One Year
☐ Two Years	☐ Two Years	☐ Two Years	☐ Two Years	☐ Two Years
☐ Three Years	☐ Three Years	☐ Three Years	☐ Three Years	☐ Three Years
☐ More Than Three Years	☐ More Than Three Years	☐ More Than Three Years	☐ More Than Three Years	☐ More Than Three Years

8. How many times have you attended a school event or social activity at your children's school during the past year?

Please Check ☒ Your Answer

☐ Once
☐ Twice
☐ Three Times
☐ More Than Three Times
☐ Not At All

9. How many hours a day does your child spend in the Title I program reading or mathematics laboratory?

Please Check ☒ Your Answer

☐ 30 Minutes
☐ 45 Minutes
☐ 1 Hour
☐ 1 1/2 Hours
☐ 2 Hours
☐ Do Not Know

10. Would you like to know more about the Title I program in reading and mathematics?

Please Check ☒ Your Answer

☐ Yes	☐ No
------------------------------	-----------------------------

11. How much do you know about the Title I program?

Please Check ☒ Your Answer

☐ Very Much ☐ Some ☐ Little	☐ Nothing At All
--	---

IF YOU ANSWERED
VERY MUCH, SOME,
OR LITTLE.....

PLEASE TURN TO
NEXT PAGE

IF YOU ANSWERED
NOTHING AT ALL..

* YOU MAY GO ON IF YOU *
* WISH TO COMPLETE THE *
* THE SURVEY OR YOU MAY *
* STOP! *

12. What are your suggestions for improving the Title I program next year?

Please Fill-In Your Answer

13. What are your comments about the Title I program in reading and mathematics?

Please Fill-In Your Answer

14. Are you satisfied with the Title I program in reading and mathematics?

Please Check ☒ Your Answer

☐ Yes

☐ No

PLEASE TURN TO NEXT PAGE

15. What are the strong points
in the Title I program in
reading and mathematics?

Please Check ☒ Your Answers

	Reading	Mathematics
Teachers	☐	☐
What is Taught	☐	☐
Facilities	☐	☐
Learning Materials	☐	☐
How it is Taught	☐	☐
Student-Teacher Relationships	☐	☐
Teaching Methods	☐	☐
Class Size	☐	☐
Administration of My Child's School	☐	☐
Parent Involvement	☐	☐
Discipline	☐	☐
Equal Opportunity for All	☐	☐
Other: _____	☐	☐

16. Are there any weak points
in the Title I program in
reading and mathematics?

Please Check ☒ Your Answers

	Reading	Mathematics
Teachers	☐	☐
What is Taught	☐	☐
Facilities	☐	☐
Learning Materials	☐	☐
How it is Taught	☐	☐
Student-Teacher Relationships	☐	☐
Teaching Methods	☐	☐
Class Size	☐	☐
Administration of My Child's School	☐	☐
Parent Involvement	☐	☐
Discipline	☐	☐
Equal Opportunity for All	☐	☐
Other: _____	☐	☐

17. Do you think the Title I teachers are doing a good job? →

Please Check ☒ Your Answers

Reading Mathematics

☐ Yes ☐ Yes
☐ No ☐ No

18. Do you think the principals and teachers work together well to improve the Title I program? →

Please Check ☒ Your Answer

☐ Yes ☐ No

19. Do you believe the Title I program in reading and mathematics is helping to get your child ready for junior high and high school? →

Please Check ☒ Your Answer

☐ Yes ☐ No

20. How often do principals and teachers invite you to make suggestions about the Title I program in reading and mathematics? →

Please Check ☒ Your Answer

☐ Always
☐ Usually
☐ Seldom
☐ Never

21. What do you think is your best source of information about the Title I program in reading and mathematics? →

Please Check ☒ Your Answer

☐ School Board
☐ Teacher or Principal
☐ Your Child
☐ Television
☐ Radio
☐ Friends
☐ Newspapers
☐ School Newsletters or Publications
☐ Personal Visits to My Child's School
☐ Other: _____

THE END OF SURVEY. THANK YOU!

PROFESSIONAL STAFF INVENTORY

* * * * *
Dear Colleague:

Your observations are a valuable component in the review of the Title I program. Please complete the items on this survey with the assurance that your responses will be kept anonymous and that your answers will be reported only with grouped data. You are invited to add your comments and suggestions to each item on the survey. Thank you for your time with this survey.

* * * * *

DESCRIPTIVE INFORMATION

- A. Are you a: ☐ Title I Teacher?
☐ Non-Title I Teacher?
☐ Principal?
- B. Do you teach: ☐ Reading? Level: _____
☐ Mathematics ?
- C. Grade level you teach: _____
- D. Subject you teach: _____
- E. Number of Title I students you teach: _____

PLEASE TURN TO NEXT PAGE

I. COMMUNICATIONS BETWEEN YOU AND:

(Circle the number that best represents your observation)

1. Title I teachers in your school.

5	4	3	2	1	0
Excellent	Good	Average	Poor	Inadequate	NA

Comments or Suggestions for Improvement:

2. Title I teachers in other schools.

5	4	3	2	1	0
Excellent	Good	Average	Poor	Inadequate	NA

Comments or Suggestions for Improvement:

3. The Non-Title I teachers in your school.

5	4	3	2	1	0
Excellent	Good	Average	Poor	Inadequate	NA

Comments or Suggestions for Improvement:

4. Your principal.

5	4	3	2	1	0
Excellent	Good	Average	Poor	Inadequate	NA

Comments or Suggestions for Improvement:

5. The Director of the Title I program.

5	4	3	2	1	0
Excellent	Good	Average	Poor	Inadequate	NA

Comments or Suggestions for Improvement:

6. Title I mathematics and reading supervisors.

5	4	3	2	1	0
Excellent	Good	Average	Poor	Inadequate	NA

Comments or Suggestions for Improvement:

7. Other supervisors in the system.

5	4	3	2	1	0
Excellent	Good	Average	Poor	Inadequate	NA

Comments or Suggestions for Improvement:

8. Title I students.

5	4	3	2	1	0
Excellent	Good	Average	Poor	Inadequate	NA

Comments or Suggestions for Improvement:

9. Parents of Title I students.

5	4	3	2	1	0
Excellent	Good	Average	Poor	Inadequate	NA

Comments or Suggestions for Improvement:

10. Title I paraprofessionals.

5	4	3	2	1	0
Excellent	Good	Average	Poor	Inadequate	NA

Comments or Suggestions for Improvement:

11. Title I consultants.

5	4	3	2	1	0
Excellent	Good	Average	Poor	Inadequate	NA

Comments or Suggestions for Improvement:

II. TITLE I READING OR MATH INSTRUCTIONAL MATERIALS

(Circle the number that represents your observation)

1. Understood by students.

5	4	3	2	1	0
Almost Always	Frequently	Sometimes	Seldom	Never	NA

Comments or Suggestions for Improvement:

2. Supportive of program objectives.

5	4	3	2	1	0
Almost Always	Frequently	Sometimes	Seldom	Never	NA

Comments or Suggestions for Improvement:

3. Appropriate for instruction.

5	4	3	2	1	0
Almost Always	Frequently	Sometimes	Seldom	Never	NA

Comments or Suggestions for Improvement:

4. They are sequential and have no gaps.

5	4	3	2	1	0
Almost Always	Frequently	Sometimes	Seldom	Never	NA

Comments or Suggestions for Improvement:

5. They are available when needed.

5	4	3	2	1	0
Almost Always	Frequently	Sometimes	Seldom	Never	NA

Comments or Suggestions for Improvement:

PLEASE TURN TO NEXT PAGE

6. Legible and readable.

5	4	3	2	1	0
Almost Always	Frequently	Sometimes	Seldom	Never	NA

Comments or Suggestions for Improvement:

7. Title I instruction carries over to regular classroom.

5	4	3	2	1	0
Almost Always	Frequently	Sometimes	Seldom	Never	NA

Comments or Suggestions for Improvement:

8. Understood by Title I teachers.

5	4	3	2	1	0
Almost Always	Frequently	Sometimes	Seldom	Never	NA

Comments or Suggestions for Improvement:

9. Understood by Non-Title I teachers.

5	4	3	2	1	0
Almost Always	Frequently	Sometimes	Seldom	Never	NA

Comments or Suggestions for Improvement:

III. PROGRAM ADMINISTRATIVE SUPPORT:

(Circle the number that best represents your observation)

A. TITLE I DIRECTION AND COORDINATION

1. Program policies are clearly stated.

5	4	3	2	1	0
Almost Always	Frequently	Sometimes	Seldom	Never	NA

Comments or Suggestions for Improvement:

2. Program objectives are known.

5	4	3	2	1	0
Almost Always	Frequently	Sometimes	Seldom	Never	NA

Comments or Suggestions for Improvement:

3. Efforts are made to meet teacher needs.

5	4	3	2	1	0
Almost Always	Frequently	Sometimes	Seldom	Never	NA

Comments or Suggestions for Improvement:

B. INDIVIDUAL SCHOOL ADMINISTRATION OF TITLE I PROGRAM

1. Principal understands the objectives of the program.

5	4	3	2	1	0
Clearly	Above Average	Average	Somewhat	Not At All	NA

Comments or Suggestions for Improvement:

BEST COPY AVAILABLE

2. Principal supports the program.

5	4	3	2	1	0
Clearly	Above Average	Average	Somewhat	Not At All	NA

Comments and Suggestions for Improvement:

3. Principal visits Title I classroom.

5	4	3	2	1	0
Clearly	Above Average	Average	Somewhat	Not At All	NA

Comments and Suggestions for Improvement:

4. Principal is aware of instructional methods and materials used in the program.

5	4	3	2	1	0
Clearly	Above Average	Average	Somewhat	Not At All	NA

Comments and Suggestions for Improvement:

5. Principal develops schedules which minimize student conflicts with Title I classes.

5	4	3	2	1	0
Clearly	Above Average	Average	Somewhat	Not At All	NA

Comments and Suggestions for Improvement:

6. Principal encourages interaction between Title I teachers and programs and Non - Title I teachers and programs.

5	4	3	2	1	0
Clearly	Above Average	Average	Somewhat	Not At All	NA

Comments and Suggestions for Improvement:

IV. PROGRAM SUPERVISION

(Circle the number that best represents your observation)

1. Title I supervisor is knowledgeable in subject matter.

5	4	3	2	1	0
Clearly	Above Average	Average	Somewhat	Not At All	NA

Comments and Suggestions for Improvement:

2. Title I supervisor is available.

5	4	3	2	1	0
Clearly	Above Average	Average	Somewhat	Not At All	NA

Comments and Suggestions for Improvement:

PLEASE TURN TO NEXT PAGE

3. Title I supervisor visits the classroom enough to be helpful.
 5 4 3 2 1 0
 Clearly Above Average Average Somewhat Not At All NA
 Comments and Suggestions for Improvement:

4. Title I supervisor is aware of teacher needs.
 5 4 3 2 1 0
 Clearly Above Average Average Somewhat Not At All NA
 Comments and Suggestions for Improvement:

5. Title I supervisor understands the objectives of the program.
 5 4 3 2 1 0
 Clearly Above Average Average Somewhat Not At All NA
 Comments and Suggestions for Improvement:

6. Title I supervisor promotes relationships of Title I program and the regular classroom.
 5 4 3 2 1 0
 Clearly Above Average Average Somewhat Not At All NA
 Comments and Suggestions for Improvement:

7. Title I supervisor demonstrates the use of Title I materials.
 5 4 3 2 1 0
 Clearly Above Average Average Somewhat Not At All NA
 Comments and Suggestions for Improvement:

V. TITLE I SUPPORT SERVICES

(Circle the number that best represents your observation)

A. TITLE I DIAGNOSTIC SERVICES

1. Quality of diagnostic services (visual, hearing, and other screening).
 5 4 3 2 1 0
 Excellent Good Average Poor Inadequate NA
 Comments and Suggestions for Improvement:

B. TITLE I MATERIALS CENTER

1. Has what I need.
 5 4 3 2 1 0
 Almost Always Frequently Sometimes Seldom Never NA
 Comments and Suggestions for Improvement:

2. Has equipment in working order.

5	4	3	2	1	0
Almost Always	Frequently	Sometimes	Seldom	Never	NA

Comments and Suggestions for Improvement:

3. Delivers orders on time.

5	4	3	2	1	0
Almost Always	Frequently	Sometimes	Seldom	Never	NA

Comments and Suggestions for Improvement:

C. TITLE I CONSULTANT SERVICES ASSISTANCE IN YOUR CLASSROOM

1. Knowledgeable in subject matter.

5	4	3	2	1	0
Excellent	Good	Average	Poor	Inadequate	NA

Comments and Suggestions for Improvement:

2. Aware of program objectives.

5	4	3	2	1	0
Excellent	Good	Average	Poor	Inadequate	NA

Comments and Suggestions for Improvement:

3. Relates well to teachers.

5	4	3	2	1	0
Excellent	Good	Average	Poor	Inadequate	NA

Comments and Suggestions for Improvement:

4. Relates well to administration of the school.

5	4	3	2	1	0
Excellent	Good	Average	Poor	Inadequate	NA

Comments and Suggestions for Improvement:

5. Understands the limitations and possibilities present in my situation.

5	4	3	2	1	0
Excellent	Good	Average	Poor	Inadequate	NA

Comments and Suggestions for Improvement:

6. Demonstrates the use of Title I instructional materials.

5	4	3	2	1	0
Excellent	Good	Average	Poor	Inadequate	NA

Comments and Suggestions for Improvement:

D. TITLE I IN-SERVICE ACTIVITIES

1. Are related to my teaching responsibilities.

5	4	3	2	1	0
Almost	Always	Frequently	Sometimes	Seldom	Never
Comments and Suggestions for Improvement:					

2. Are frequent enough to be helpful.

5	4	3	2	1	0
Almost	Always	Frequently	Sometimes	Seldom	Never
Comments and Suggestions for Improvement:					

3. Are too frequent to be helpful.

5	4	3	2	1	0
Almost	Always	Frequently	Sometimes	Seldom	Never
Comments and Suggestions for Improvement:					

4. Are based on needs which I have helped to identify.

5	4	3	2	1	0
Almost	Always	Frequently	Sometimes	Seldom	Never
Comments and Suggestions for Improvement:					

5. Allow for active participation by the teachers.

5	4	3	2	1	0
Almost	Always	Frequently	Sometimes	Seldom	Never
Comments and Suggestions for Improvement:					

6. Provide for teacher exchange of helpful hints.

5	4	3	2	1	0
Almost	Always	Frequently	Sometimes	Seldom	Never
Comments and Suggestions for Improvement:					

VI. CONTRIBUTION OF TITLE I PERSONNEL TO PROGRAM

(Circle the number that best represents your observation)

A. TEACHERS

1. Are prepared for Title I teaching and responsibilities.

5	1
Yes	No

Comments and Suggestions for Improvement:

2. Are asked for their suggestions for program development.

5	1
Yes	No

Comments and Suggestions for Improvement:

3. Are involved in the on-going program evaluation efforts. 5 1
Yes No

Comments and Suggestions for Improvement:

4. Have time to perform their professional tasks. 5 1
Yes No

Comments and Suggestions for Improvement:

5. Have understanding of program objectives. 5 1
Yes No

Comments and Suggestions for Improvement:

6. Try to relate Title I programs to regular classroom activities. 5 1
Yes No

Comments and Suggestions for Improvement:

7. Work together as a team. 5 1
Yes No

Comments and Suggestions for Improvement:

8. Are philosophically in agreement with the program. 5 1
Yes No

Comments and Suggestions for Improvement:

B. PARAPROFESSIONALS

1. Understand the objectives of the program. 5 1
Yes No

Comments and Suggestions for Improvement:

2. Receive support and supervision. 5 1
Yes No

Comments and Suggestions for Improvement:

3. Are involved in in-service. 5 1
Yes No

Comments and Suggestions for Improvement:

PLEASE TURN TO NEXT PAGE

VII. GENERAL PROGRAM EVALUATION

A. Please list what you consider to be the major strengths of the program:

B. Please list what you consider to be the major weaknesses of the program:

C. What suggestions would you make for increasing the understanding which people have concerning purposes, problems, processes, and impact of the Title I program:

END OF SURVEY. THANK YOU !

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PROJECT STAMM: Systematic Teaching And Measuring Mathematics

TARGET AUDIENCE Approved by JDRP for students of all abilities, grades K-8. This program has been used in other settings with grades 9-12, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION The major objective of the program is to provide continuous progress in mathematics for the entire school experience of all students, kindergarten through senior high school. The STAMM program represents a complete system that can be adopted or adapted by other districts. A framework of objectives and assessment by criterion-referenced tests are basic to STAMM. Careful monitoring of student progress, measurement of mathematics competencies, and alternative courses at the high school level are featured. The program may be used successfully in many different classroom situations, including small-group instruction, large-group instruction, individualized instruction, team teaching, and math lab. Resource material is provided for each objective; textbooks, manipulative materials, and teacher-made resources may be incorporated as well.

Since STAMM is based on continuous progress, it is important for a school using STAMM to keep complete records on each student and to test each student's progress frequently. This enables a teacher, in the fall, to continue a student from where he/she left off in the spring. A teacher with one grade level of students may need to be familiar with more than one level of the program to accommodate continuous progress.

The basic skills continuum for grades K-8 is covered in levels A, B, C, D, E, F, GE, G, and H. High school courses are defined for Mathematics Competencies, Algebra I, Geometry, Algebra II, Trigonometry, Applied Math, Vocational Math, and Rapid Calculation. Special materials are packaged for Title I and special education emphasis for use in regular classrooms and labs.

EVIDENCE OF EFFECTIVENESS Between two thirds and three fourths of all Jefferson County students now score above the national norm on the Comprehensive Test of Basic Skills at grades 4, 6, and 8. This achievement has been consistent from 1973 through spring 1980. Prior to implementation, roughly half the students scored above the national norm.

IMPLEMENTATION REQUIREMENTS STAMM guides, tests, and workbooks may be used by a single teacher or an entire school system. The more levels involved in implementation, the greater the gains from the continuous-progress aspect of STAMM. A two-day training session prior to implementation is recommended. Weekly or monthly meetings are recommended for the local staff. STAMM does not dictate teaching style, and may be used in any classroom setting. Textbooks may be used as an integral part of the program, but experience advises that they be supplemented with teacher-made or STAMM resource materials.

FINANCIAL REQUIREMENTS STAMM teachers' manuals, K-12, \$15 each. Each teacher needs one manual for each level or course taught. Test books and workbooks: \$3.25 each for single copies, \$2.75 each for 11-100 copies, and \$2.50 each for 101+ copies.

SERVICES AVAILABLE Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project site on Sept. 10-11 and Nov. 16-17, 1981; Feb. 8-9, 1982 (costs to be negotiated). Training is primarily available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

CONTACT Glyn H. Sharpe, STAMM Project Director; Jefferson County Schools; 1209 Quail Street; Lakewood, CO 80215. (303) 231-2341.

A Study In Mathematics

A RESEARCH AND EVALUATION REPORT ON STAMM

A. Introduction:

Project STAMM was validated by the Joint Diffusion Review Panel in June 1976. The major research considered was a five-year trend analysis of standardized test scores for all of the developer district's students who were tested at grades 4, 6, and 8 using the Comprehensive Test of Basic Skills' examinations.

While standardized tests are not considered to be a comprehensive measure of programs, they do sample in a very significant way the content concepts, process, and applications of a program. It is fair to assert that if the measure of the sample does not show growth and increases, then it is very likely that the larger program also will not show this growth and increase. Thus, low standardized test scores indicate a program is not producing high achievement.

Most of the patrons of our schools and the local State and Federal legislatures subscribe to normative comparison for program quality evaluation. A project must show this increase in normative data if it expects the maximum level of patron and political support.

Glyn H. Sharpe, Larry Bradsby
Co-Directors

Jerilyn M. Dean
Project Specialist

Marcia Clary
Project Specialist



Project STAMM
Mathematics Department
Jefferson County Schools
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TEST SCORES

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Grades 3-4	48%	50%	62%	70%	70%	73%	74%	74%
Grade 6	58%	64%	72%	71%	73%	74%	75%	76%
Grades 8-9	52%	67%	70%	70%	71%	73%	73%	73%

The percentages above reflect the percent of Jefferson County students tested who scored above the national norm on the Comprehensive Test of Basic Skills.

College Entrance Examination Board Scores*

a. SAT Comparisons for Nation, State, and Host District

Year	National		Colorado		Host District	
	Verbal	Math	Verbal	Math	Verbal	Math
1974-75	434	472	479	515	474	521
1975-76	431	472	476	521	481	537
1976-77	429	475	469	518	473	529
1977-78	429	468	473	516	482	538
1978-79	430	467	474	519	481	528

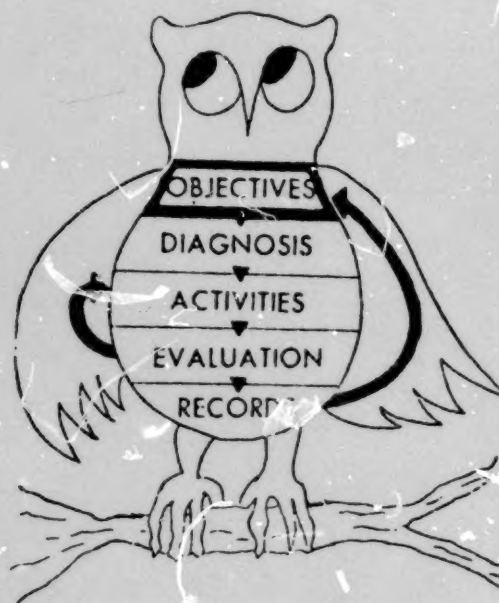
b. ACT Comparisons for Nation, State, and Host District

Year	National		Colorado		Host District	
	Composite	Math	Composite	Math	Composite	Math
1974-75	18.3	17.4	19.3	18.4	19.7	19.2
1975-76	18.3	17.5	19.0	18.2	19.5	19.1
1976-77	18.4	17.4	19.3	18.5	19.7	19.7
1977-78	18.5	17.5	19.4	18.7	20.1	20.0
1978-79	18.4	17.5	19.4	18.7	20.2	19.8

* Maximum Scores indicate 800 for CEEB SAT and 36 for ACT

OBJECTIVES

The performance objectives for the STAMM program cover the following topics: numbers and numeration, properties and operations on numbers, computation, sets and logic, equations and inequalities, relations and functions, probability and statistics, graphing, geometry, measurement, mathematical systems, and consumer mathematics. Levels A, B, C, D, E, F, GE, G, and H represent the continuous progress portion of the program for grades K-8. Each of these levels consists of a set of performance objectives grouped into eight teaching clusters. A set of 39 mathematics competencies is tested at the end of grade eight and students who show a deficiency can take a course in competencies. Objectives for high school have been developed for Algebra I, Geometry, Algebra II, Trigonometry, Applied Math, Rapid Calculation, and Vocational Math. A list of competencies is given on the next page, and a complete list of objectives is available with the purchase of the sampler kit or the appropriate level guide (see price list).



STAMM PROGRAM MATHEMATICS COMPETENCIES
(Systematic Teaching And Measuring Mathematics)



For full participation in society and to be a productive enlightened citizen, the Jefferson County graduate should have the following competencies:

-
- | | |
|---|---|
| Comp. 1: Apply nonstandard measures | Comp. 20: Use standard measuring devices |
| Comp. 2: Number value and place value | Comp. 21: Problems involving percent |
| Comp. 3: Equivalent fractions | Comp. 22: Determine real sizes from scale drawings |
| Comp. 4: Compute perimeters of polygons | Comp. 23: Construct scale drawings |
| Comp. 5: Change fractions to decimals | Comp. 24: Use ratio and proportion |
| Comp. 6: Solve simple linear sentences | Comp. 25: Read maps |
| Comp. 7: Test validity of statements | Comp. 26: Round off measurements |
| Comp. 8: Solve problems with whole numbers | Comp. 27: Rules and Principles of arithmetic operations |
| Comp. 9: Similar and congruent triangles | Comp. 28: Write math sentences from verbal problems |
| Comp. 10: Estimate the real cost of an article | Comp. 29: Find misuse of statistics |
| Comp. 11: Determine interest when installment buying | Comp. 30: Estimate probability |
| Comp. 12: Translate math sentences to English | Comp. 31: Problems involving fractions |
| Comp. 13: Determine mean, median, and mode | Comp. 32: Change Roman numerals to conventional numbers |
| Comp. 14: Maintain personal bank records | Comp. 33: Use standard measures |
| Comp. 15: Estimate results of a verbal problem | Comp. 34: Compute areas of polygons |
| Comp. 16: Obtain information from graphs | Comp. 35: Plan a budget |
| Comp. 17: Recognize kinds of lines | Comp. 36: Construct linear, bar, and circle graphs |
| Comp. 18: Express numbers as decimals or percents | Comp. 37: Know multiplication facts through 12 X 12 |
| Comp. 19: Use inequalities to indicate comparisons between two quantities | Comp. 38: Arithmetic algorithms for fractions |
| | Comp. 39: Recognize simple plane figures |

ACTIVITIES



Mainstream Program:

There are teacher manuals for elementary thru junior high, secondary courses, Title I, as well as students with special learning needs. In conjunction with the teacher manual, student workbooks and student test booklets are necessary. The workbook and test booklet can be purchased in single copies for schools planning to duplicate the documents. The workbook and test booklet are also available in quantity for schools that don't have duplicating facilities.

The Teacher Manual includes teaching notes, manipulative activities, games, enrichment exercises, as well as answers to the workbook and tests. Commercial textbooks have been coded to STAMM and are available to be used as an integral part of the program. Teachers may also add their own resources to those provided by STAMM.

Supplementary Programs:

STAMM I

- STAMM I is designed for the Title I student. It covers the developing and maintaining objectives from the mainstream program. The activities are concrete and semi-concrete. There are two notebooks: Primary A-D, and Intermediate E-GE.

STAMM SPECIAL

- STAMM SPECIAL has two sections. One section is for the LEARNING DISABLED student. It covers the developing and maintaining objectives from the mainstream program. Everything in it is designed for the LD teacher and student. The other section is for GIFTED and TALENTED. It covers the introducing and developing objectives from the mainstream program. Its use is intended for the regular classroom teacher who has G/T students.

Student workbooks and test booklets from the mainstream program will be necessary to use STAMM I and STAMM SPECIAL properly.

EVALUATION

The Student Test Booklet is available for elementary thru junior high and secondary courses. There are two forms of a criterion-referenced test. In addition, there is an open-ended progress test. These tests may be used as pre- or post-tests. Placement tests are available for levels D-H. The test booklets may be reproduced locally or purchased in classroom sets.

For each objective, there are three questions. Mastery of an objective is getting two out of three questions correct. Based on the test results, students may need to be recycled.

COMMENTS AND RECOMMENDATIONS TO ADOPTING DISTRICTS

It is no longer a plus for many educators and districts to be labeled "experimental or innovative" whenever we are describing programs or processes. In the future, we would be well advised to directly associate the effort with the solution of a problem.

Growth in pupil achievement is an absolute must for all districts. This growth must be planned for and expected. The following recommendations are considered critical for any district adopting STAMM:

1. Testing must be mandated as a part of the instructional process
2. Records must be kept on pupil progress
3. The STAMM Project cannot encourage the continuation of the use of STAMM materials if the growth does not occur after two full years of use
4. A careful evaluation baseline needs to be established by an adopting district so that future decisions about student growth and effectiveness of the adoption can be determined.

RECORDS

Record keeping is a very important component of any continuous progress program. A teacher needs to keep track of each student's progress throughout the year, and records need to be passed on to teachers year after year.

Warehouse and printing limitations prevent Jefferson County from being able to disseminate quantities of any kind of record keeping forms. The following, however, are examples of two kinds of record keeping forms which have been used by Jefferson County teachers. These may provide models for adopting school districts.

LEVEL C

CLUSTER	1					2			3					4		
OBJECTIVE #	1	2	3	4	6	32	33	34	9	8	29	10	30	41	42	43
ITEM #	M	M	D	M	M	M	I	M	D	D	D	D	D	D	D	D
STUDENTS																
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																

Optional Information

Last Name	First Name
Schools	Date

Beginning Date	Beginning Obj. No.	Yearly Growth by No. of Obj.

F-6	M	Place Value	F1
F-7	D	Products	
F-9	M	Expanded Notation	
F-59	I	Other Bases (Optional)	
F-10	D	Roman Numerals	F2
F-25	M	A. & S. Facts	
F-26	M	Add. and Sub.	
F-3	D	Number Sentences	
F-17	M	Order and Group. Add.	F3
F-18	M	Zero Prop.	
F-14	D	Rounding	
F-4	D	Even and Odd	
F-27	M	Products	F4
F-19	D	Multiplication	
F-20	M	Order Prop. of Mult.	
F-21	M	Mult. by 1	
F-28	M	Products	F5
F-22	D	Quotients Short +	
F-29	M	Quotients Long +	
F-36	M	A. & S. Inverse Rel.	
F-37	I	Average	F6
F-5	I	Prime Numbers	
F-16	I	Prime Factorization	
F-1	I	Sets	
F-2	I	Venn Diagrams	F7
F-40	I	Lines	
F-41	D	Angles	
F-42	M	Geom. Figures Ident.	
F-43	M	Geom. Solids	F8
F-44	D	Lines	
F-45	I	Geom. Figures Const.	
F-46	I	Segments	
F-47	M	Circles	
F-38	I	G.C.F. and L.C.M.	
F-34	I	Ratio	
F-15	D	Equivalent Fract. Const.	
F-35	M	Fractions	
F-24	D	Fractions Simp. Form	
F-30	D	Frac. A. & S.	
F-11	I	Fractions & Mixed Nrs.	
F-33	I	Sequencing	
F-31	D	Fraction Sum & Diff.	
F-8	I	Number Names	
F-13	I	Fractions and Decimals	
F-12	I	Expanded Notation	
F-32	D	Decimal A. & S.	
F-23	I	Fraction Models	
F-39	D	M. & D. Inverse	
F-57	D	Cost, Profit, etc.	
F-58	M	Money	
F-51	M	Units of Measure	
F-52	D	Length	
F-48	D	Perimeter	
F-49	D	Area	
F-50	D	Volume	
F-53	M	Liquid Measure	
F-54	M	Weight	
F-55	D	Angles Measures	
F-56	D	Converting Measures	



STAMM Record Card
Jefferson County Public Schools
Levels F, GE

Codes
Introducing
Developing
Maintaining
Not in Criterion Test
Teacher Observation

0046-021400

GE1	Periods	M	GE-8
	Expanded Notation	M	GE-9
	Roman Numerals	M	GE-10
GE2	Mult. & Division	M	GE-28
	Distributive Prop.	D	GE-21
	Products	M	GE-23
	Division by Zero	I	GE-24
	Division	M	GE-25
	Sequencing	D	GE-26
GE3	Exponents	D	GE-18
	Compit. Exponents	D	GE-19
	Prime Numbers	D	GE-2
	Composite Numbers	D	GE-3
	Least Common Multiple	D	GE-22
	Equivalent Fraction	D	GE-11
	Ratios	D	GE-4
	Mixed Numbers	D	GE-5
	Fraction Models	D	GE-12
	Computation	D	GE-31
GE4	Angle Measure	M	GE-45
	Geom. Figures	D	GE-1
	Lines next page	I	GE-51
	Simple Closed Curves	D	GE-52
	Symmetry	I	GE-54
	Congruency	D	GE-55
	Standard Symbols	D	GE-56
	Standard Units	M	GE-35
	Approx. Measures	D	GE-36
	Lengths	M	GE-37
	Perimeter	D	GE-57
GE5	Fractions to Decimals	D	GE-13
	Expanded Decimals	D	GE-15
	Scientific Notation	D	GE-20
	Money Computation	M	GE-48
	Products & Quotients	D	GE-30
	Fractions to Decimals	I	GE-32
	Sequence	D	GE-29
	Decimals	I	GE-14
	Percents to Decimals	I	GE-16
	Percents to Fractions	I	GE-17
	Products and Quotients	I	GE-33
GE6	Graphing Numbers	I	GE-6
	Greater/Less than	M	GE-58
	Addition & Subtraction	I	GE-34
	π or $\sqrt{3}$	I	GE-7
GE7	Trends	D	GE-49
	Graphing	I	GE-27
	Coordinates	D	GE-53
	Graphing	D	GE-30
GE8	Area	M	GE-38
	Area of Circles	D	GE-39
	Volume	M	GE-40
	Liquid Volume	M	GE-41
	Time	M	GE-42
	Temperature	M	GE-43
	Measure Speed	D	GE-44
	Unit Conversion	D	GE-46
	Computation	I	GE-47

IMPLEMENTATION GUIDE

ADOPTION PROCESS

When a local education agency (LEA) has made a philosophical commitment to mathematics' instruction, and has decided that STAMM can help them accomplish their goals, the adoption process begins.

Every state has different options available for adopting or adapting projects like STAMM which have been validated and are included in the National Diffusion Network. A district may, of course, purchase STAMM materials directly and receive the services of STAMM project personnel through the arrangements of the State Facilitator Project. The State Facilitator may be able to suggest alternative methods of funding. Many states also use Title IV-C grants as a vehicle for adopting a program. If your district will be writing a grant proposal for Title IV-C or other funding sources, the guidelines on the following pages may be helpful.

Once a LEA has established a means of funding the purchase of curriculum materials, Project STAMM will work directly with the LEA and the State Facilitator to determine exactly what the needs of the LEA are, both for materials and training. The materials should be ordered at least a month prior to the training date agreed on, since they will be used for training. At that time or during training, the Project staff will also work with the LEA if a need has been identified for the purchase of additional textbooks or supportive materials. Many textbooks and other materials have already been coded to STAMM objectives, and have been identified as matching the program.

Either before or after training, some materials will need to be duplicated or purchased at least in classroom sets. Initially, this will include worksheets and criterion tests. Placement tests will also need to either be duplicated or purchased. Record cards will need to be printed the first year, but should not be printed until after training. No other materials should be reproduced until the teachers have gone through training and identified a need. Most of the other materials will be used differently by each teacher.

During the first year of STAMM implementation, one follow-up visit may be made by a STAMM staff member, at the request of the LEA. Phone conversations are welcome at any time. During all phases of adoption, the State Facilitator will serve as the link between an LEA and project STAMM.

Whenever a major commitment is made to improving mathematics' instruction and student achievement, some extra time will be involved. The STAMM program and the Project staff are dedicated to making this time well organized and productive. Each local district will probably find different ways of achieving the goals of increased student achievement and improved student attitude toward mathematics.



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TRAINING

When a school or district decides to adopt or adapt STAMM, some pre-service training will be necessary. Depending on the background of the teachers (math content and systems teaching), a one to two-day session at the adoption site will be scheduled. An implementation guide will be provided for each participant at no charge. STAMM curriculum materials should be ordered at least one month prior to training, since they will be used in the training session.

It is preferable that all teachers, the principal, and any others who will be involved with mathematics participate in the training session. In addition, any aides who will be working with mathematics should plan to attend part of the session.

An alternative to the on-site training session is to have a person or persons knowledgeable about math curriculum attend one of the scheduled training sessions at the STAMM site in Colorado. This person could run, or team with a STAMM staff member, the on-site training process. The STAMM staff could still provide follow-up as implementation progresses.



IV-C GRANT SUGGESTIONS

1. Cost Items

A. Recommended Costs:

Necessary start-up costs are \$15 to \$35 for each teacher depending on how many levels each will be teaching. This will depend on the organization of the school (team-teaching, self-contained, etc.) and the background of the students.

For materials please contact: Sopris West Educational Services, Inc.
830 South Lincoln Street
Longmont, Colorado 80501
Attention: Duane Webb
(303) 772-4420

Student worksheets may be reproduced locally or purchased from the STAMM distributor. These average from 150 to 250 pages each. Teachers may or may not decide to use all of the worksheets. If they decide to use most of them, it may be economical to purchase quantities of workbooks from the STAMM distributor, if central printing facilities are not available locally. The cost of workbooks in quantities over 10 is \$2.75 per student. These will probably need to be replaced each year.

Student tests will need to be printed or purchased the first year of implementation. If purchased in quantities of more than 10, these will cost \$2.75 each. The group form of the A, B, and C test is intended to be consumable, so this test may need to be replaced each year.

If a district is interested in spending additional funds on textbooks, supportive materials, aide time, or staff development time, guidelines are available from the Project STAMM office.

Training materials for adopting districts are provided at no charge from Project STAMM at the time of training.

Generally, materials for an elementary school (K-6) with approximately 400 students would represent a one-time cost of between \$175 and \$455 plus yearly reproduction costs, depending on the school organization. If individual student tests and workbooks are ordered from STAMM, yearly costs would be an additional \$2,000 per year. Materials for a high school (9-12) with up to about 6 math teachers would cost \$225 plus yearly reproduction costs.

Travel expenses for training (airfare, meals, and lodging) will need to be written in for either a STAMM consultant to train at the adoption site or the adopting staff to visit Jefferson County for training. It is best if the entire staff who will be using STAMM receive the training. This will take from one to two days. These expenses may later be negotiated by the Adopting District, the State Facilitator, and Project STAMM, but should initially be considered in any funding proposal.

B. Optional Costs:

1. Aide time for reproducing and organizing materials, or for record keeping
2. Release time for follow-up session(s) during and following first year of implementation
3. Purchase of textbooks which support STAMM objectives
4. Purchase of supportive materials from STAMM list

II. Other Considerations

A. Evaluation:

Some sort of baseline data, or pre-test information should be collected. This will probably be any standardized or state-required tests which are currently being given. STAMM Placement Test data may also be a possibility. Growth should be measured after a year of implementation and should continue to be measured if possible. Additional information on growth may be reported by collecting data on average number of objectives completed by students at various grade levels as the program is implemented.

Evaluation components with placement tests, pre and post-criterion tests, and optional progress tests on single objectives provide feedback on progress and provide the basis for decision making on the placement and flow of students.

B. Rationale:

Existing dissatisfaction with student achievement, or a desire to unify the math program to eliminate gaps, may be part of a rationale for revising or replacing the current math program.

As a National Diffusion Network project, STAMM has gone through a rigorous validation process by the U.S. Office of Education and the National Institute of Education, and has been found to affect student growth, be cost effective, and be readily adaptable by other districts.

Adoptions have been balanced between rural, urban, and suburban districts. The continuous progress model seems to have broad applications for many organizational and geographic settings.

STAMM promotes a basic skills emphasis within a complete mathematics' program for elementary and junior high schools, as well as high school alternatives for both compensatory and college-bound students.



MATHEMATICS COURSE ENROLLMENT DATA - Host District

College-Bound
Course Number

Compensatory
Course Number

	1974-75	1975-76	1976-77	1977-78	1978-79
Algebra I	2208	2723	3294	3340	3390
Geometry	2901	3179	3361	3380	3402
Algebra II	1571	1638	2034	2053	2102
Algebra II Trigonometry	659	539	624	621	638
Trigonometry	379	332	434	540	592
Math Analysis	576	601	1007	1018	1015
Calculus	67	118	209	285	326
Probability	0	15	12	18	24
Statistics	187	153	143	149	163
Computer Science	56	86	78	95	107
TOTAL	8604	9384	11196	11499	11759

	1974-75	1975-76	1976-77	1977-78	1978-79
General Math Competencies	246	280	545	614	620
Introduction to Algebra	650	825	726	520	380
Selected Topics in Alg.	249	361	402	478	504
Informal Geometry	74	72	341	369	402
Easy Calculation Methods	256	339	238	305	386
Applied Math	388	435	518	539	640
Math of the Financial Industry	818	699	935	840	825
Applied Math for Vocational Students	100	100	90	127	320
Computer Programs	547	399	560	480	514
TOTAL	3325	3510	4355	4272	4591
GRAND TOTAL	11929	12894	15551	15771	16350
DISTRICT ENROLLMENT	24421	25381	26749	26683	26743

PROJECT TALK: Teaching Activities for Language Knowledge

TARGET AUDIENCE Approved by JDRP for elementary students grades K-3 scoring at the 50th percentile or below on a standardized reading test.

DESCRIPTION A program improving expressive and receptive vocabulary skills and language, grades K-3. A language specialist teaches 30-minute oral language lessons twice each week in K-3 classrooms. The participating classroom teacher remains in the classroom during lessons demonstrated by the TALK lesson manual, and completes a brief evaluation of the TALK lessons conducted. A TALK lesson manual includes lessons in listening skills, grammatical skills, describing and defining, personal and social awareness, choral speaking, story-telling, creative dramatics and puppets, and speaking and hearing science.

EVIDENCE OF EFFECTIVENESS Statistically, TALK has shown that all K-3 students can significantly improve their receptive and expressive vocabularies. Tests utilized: Wechsler Preschool and Primary Scale of Intelligence vocabulary subtest, Wechsler Intelligence Scale for Children vocabulary subtest, and, as a receptive measure, the Peabody Picture Vocabulary Test, Form A.

IMPLEMENTATION REQUIREMENTS The adopting district must provide a speech and language clinician or an elementary teacher with a background in language development or reading for one hour per week for each classroom receiving TALK. The TALK program can be adopted by as few as one language specialist and two classroom teachers in a school district. After language specialists have been trained in program methods and procedures, they can train other personnel in the local district. TALK staff assist each adopting district, designating an evaluation battery to assess the effectiveness of the program as it is implemented. A certified psychologist must be available during the pre- and posttesting periods.

FINANCIAL REQUIREMENTS A minimum of two hours of release time per week must be provided for a speech and language clinician or teacher to service two classrooms. Each language specialist and classroom teacher must have a copy of the TALK instructional manual, \$35. A TALK training manual, \$10, is suggested for each school District.

SERVICES AVAILABLE Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

CONTACT Roberta Stiles, Project Coordinator; Muldoon Center; Rockford School District #205; Rockford, IL 61102. (815) 964-7019.

STAMP

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T.A.L.K.
Muldoon Center
121 S. Stanley St.
Rockford, Ill. 61102



T·A·L·K· ADOPTION

Project staff can provide:

1. Awareness sessions
2. Access to the Demonstration Site
3. In-service training
4. Curriculum materials
5. Follow-up consultation
6. Evaluation assistance

T·A·L·K· FUNDING

Illinois

Contact: Project Coordinator
121 S. Stanley
Rockford, IL 61102
(815) 964-7019

Other States

Contact: State Facilitator or
State Office of Education

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T·A·L·K·

Teaching Activities for Language
Knowledge



Title IV, ESEA Part C
Illinois Office of Education
National Diffusion Network
United States Office of Education
Rockford Public Schools
Arthur T. Johnson, Superintendent

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T•A•L•K•

T.A.L.K. is an innovative and instructional program designed to improve the oral language skills of elementary children. The T.A.L.K. approach encourages the use of positive reinforcement, active participation, creative thought and fun in learning.

T•A•L•K• MODEL

T.A.L.K. is taught cooperatively by a language specialist (a speech pathologist or a teacher with a background in language arts or reading) and the classroom teacher with active participation by all students.

T.A.L.K. lessons are conducted four half hours a week for a period of at least six months. At the end of this time, the classroom teacher should be capable of interfacing T.A.L.K. with the classroom instructional program.



T•A•L•K• CURRICULUM

The materials necessary to implement the program are the T.A.L.K. manual and card box.

The T.A.L.K. manual includes lessons structured to meet learning goals in the areas of social and personal awareness, listening skills, rhythm and prosody of language, grammatical skills, word relationships and cognitive skills. Creative dramatics, group discussion, games, and puppetry are just a few of the techniques used by T.A.L.K. to achieve its goals for better communication skills.



T•A•L•K• EVALUATION

T.A.L.K. works! T.A.L.K. students have shown gains of 30% to 80% on standardized tests for receptive and expressive language as compared with students in control groups. These highly significant gains have been obtained at all grade levels.



- ☐ Awareness packet
- ☐ Awareness presentation
- ☐ Visit to demonstration site
- ☐ Adoption requirements

Name _____

Position _____

School District _____

Address _____

Telephone _____

Title IV-c ESEA -T.A.L.K.

Title: Name Hunt

Purpose: To introduce the students to one another.

Materials: List of categories of people on mimeograph sheets.

Procedure: Have your children get to know each other. Give them a list of suggested characteristics on a mimeograph sheet. Students must find a classmate whose name fits a particular characteristic and get that person's autograph in the corresponding space. This encourages your children to ask questions about each other.

For example:

1. Someone whose first name rhymes with blue.
2. A name that has six letters.
3. A boy that lives on Wilson Street.
4. A girl that has a younger brother.
5. The biggest boy in the room.

Names included could also be that of other teachers or people in the building.

More Ideas: The students may submit a characteristic of themselves to the teacher. She can make up a ditto sheet of all the characteristics. Each student then attempts to recognize each characteristic. This may be followed by a discussion in class.

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Title IV-c ESEA Part C - T.A.L.K.

Title: Describe All

Purpose: To encourage use of descriptive words of color, size, shape and quantity.

Materials: List of simple descriptive words-Descriptive Word List

Procedure: The teacher walks through the class stopping here and there at a child. The teacher describes a child with one word, for instance, "Blonde John," "Listening Susan," "Tired Billy," and so on. The teacher may build from this by continuing and adding more descriptive words like "Pretty, blonde Sherry," "Clever, old Johnny," and so on.

Now the teacher asks the class what has been happening. Short discussion of descriptions and descriptive words should follow. How do you describe things? What kinds of words do you use to describe things? You use words that tell size, shape, color, smell, taste, feelings and so on.

The teacher will begin by standing and telling one word about herself/himself such as: tall, big, teacher, woman, etc. Now each child must stand one at a time and think of one word or a phrase to tell about him/her such as: little, red hair, freckles, braids, etc. When everyone has had a chance to tell a word then everyone can have another turn and think of still another word that tells about him/her. When a child gives a self descriptive word that might fit another child in the room, stop and discuss it - how many people fit Mark's word - this will broaden the lesson.

Younger children may want to pick a favorite self-descriptive word. The teacher can make a card for him/her to wear pinned on all day that describes him. This will give him a chance to explain his/her word to people who ask about it.

Title IV-c ESEA Part C - T.A.L.K.

Descriptive Word List - Lower

high	low	big	fat
a lot of	many	few	small
tiny	little	shiny	large
sweet	tall	straight	crooked
heavy	light	dry	oval
easy	hard	flat	bumpy
smooth	sharp	rough	slippery
thin	bad	silly	sad
round	funny	open	soft
long	short	red	yellow
purple	green	black	white
orange	blue	oblong	square
more	great	less	diamond-shaped

Descriptive Word List - Upper

funny	tight	clear	hollow
dangerous	smooth	friendly	damp
dusty	shaky	shortest	sloppy
pink	aqua	violet	navy
gold	silver	tan	grey
different	great	shiny	large
favorite	sweet	tall	real
straight	tiny	sparkling	rotten
middle	perfect	narrow	shallow
light	hard	heavy	sharp
useful	modern	splendid	fine
flat	round	curved	pleasant
rough	plastic	wide	empty
similar	occupied	ancient	perforated
molded	mounted	grouped	natural
unique	fragile	sealed	joined
checked	skinny	secure	orderly
multiple	hinged	framed	covered

Describe All (Con't)

More Ideas: The teacher picks a simple descriptive word, such as "hard," and each child in the class must find an object in the room that fits the descriptive word, such as "hard floor," "hard desk," "hard pencil," "hard window pane," and so on. The teacher chooses one word from a box of slips with simple descriptive words written on them. Each student finds an item in the classroom that fits the descriptive word. Now the children take turns drawing a descriptive word and finding objects that fit it on his/her own. For a more difficult twist, especially in the upper grades, have them draw two or three descriptive words and place them in the proper sentence order, as a big, red _____, and not a red, big _____, or two small _____, and not small two _____.

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Title IV: ESEA

T.A.L.K.-ING

Teaching Activities for Language Knowledge

April - 1981

TALK NEWS

Illinois Network - The T.A.L.K. Project was chosen to be the feature article in the first Illinois State Board of Education Newsletter. Rockford District #205 Superintendent, Mr. Arthur Johnson, and district staff were invited to present T.A.L.K. at the State Board meeting on February 26. State Superintendent, Dr. Donald Gill, presented Mr. Johnson with the "Good Things Are Happening For Kids" award for Project T.A.L.K.

On-site evaluation visits were completed for Illinois districts Macomb, Bushnell-Prairie, Union, Sandwich, Metamora, and Kirkland. In each district, T.A.L.K. staff found enthusiastic and responsive students working with very capable teachers in developing communication skills.

National Network - T.A.L.K.'s newest adopter districts were trained in March. They will begin formal implementation of the project in September 1981. Training was conducted in Indianapolis for personnel from school corporations in Bloomington, Connersville, Topeka & Brookston, Ind. A total of fifty administrators and teachers participated in training. Many thanks to Leandra Uplinger, of the Indiana Facilitator Center, who beautifully coordinated the four days.

T.A.L.K. staff also trained ten teachers from the San Carlos, Arizona, Apache Indian Reservation School.

An on-site evaluation visit was completed for Irvine, CA. We're looking forward to certifying Pat Jackson-Colando, Irvine Dist. Speech Pathologist, as our first out-of-state T.A.L.K. consultant. Bonita Canyon School will serve as a Demonstration Site. Pat will then conduct T.A.L.K. awareness and training sessions in California.

T.A.L.K. National welcomes adoption #12 this month. Teachers from Kansas will come to Rockford in May for training.

Grants for money to adopt T.A.L.K. were completed by personnel in Mercer Island, Washington, and Farmington, Utah.

Roberta Stiles
T.A.L.K. Coordinator

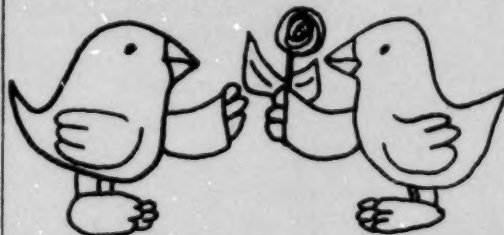
What Springtime Brings

Vivian Gould

Read and discuss the words: "mudding, budding, preening, and greening."

The ground is mudding,
The trees are budding,
There's not a trace of snow.
The birds are preening,
The grass is greening.
The seedlings start to grow.

The sun is stronger,
The days are longer,
For running and playing on swings.
I like my sled,
But now instead,
I like what springtime brings.



LAND OF MAKE BELIEVE

Children sit under the "Land of Make Believe" umbrella. Ask them to think of how they would feel in each of these situations.



1. Suddenly my raincoat sprouted wings and
2. When I realized that it was raining diamonds
3. As my rubber boots began to grow taller
4. It was raining cats & dogs

Follow The Leader Line

This is a game that introduces children to the uses of notation. They discover that symbols, which are abstract, can stand for real actions and operations.

In order to play this game successfully, the leader must give directions to his followers, and they in turn must understand his signals. The activity helps the children to recognize the value of clear and precise communication and become familiar with new vocabulary words.

Child calls out the underlined direction:

_____ Straight line means "skip."

----- Broken line means "follow me by hopping on one foot."

..... Dot and dash mean "giant steps alternating with tiny steps."

~~~~~ Curly line means "tiptoe very quietly."

~~~~~ Jagged line means "run as fast as you can."

----- Crossed line means "put one foot right in front of the other and slow down---you're getting too close to the leader."



50 Projects For Creative Dramatics

Taken from:
Roberta Nobleman

When you can't get rid of the chairs or desks in your room, make use of them.

Tell the children that the chair they are sitting on is getting hotter and hotter; then it turns to ice. It becomes sticky. You have been sitting in that same chair for two days... you are not allowed to leave. You are tied to the chair. Try to get loose, untie your legs, climb out of a very small window.

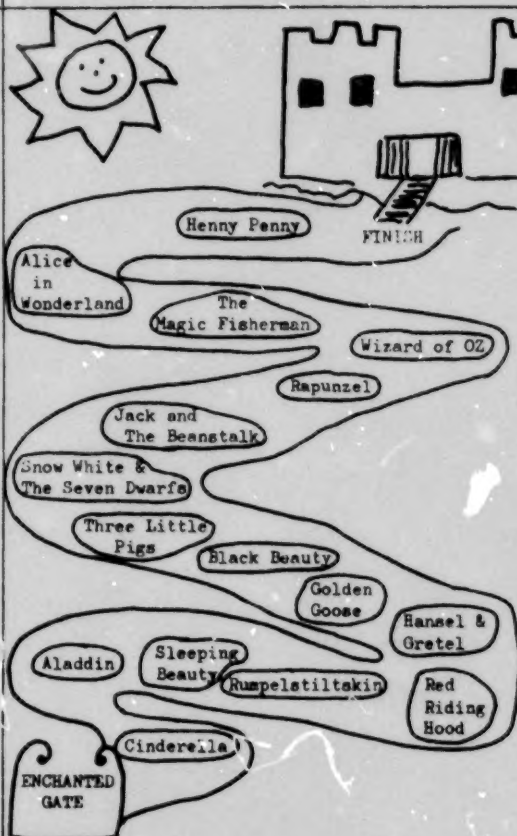
The desk can become:

- a cook's table...bake a cake
- a surgeon's operating table
- a secretary's desk
- an artist's easel
- a child's clay modelling table
- a bank manager's desk, covered in money
- a shelter for an elf
- a prison
- a rabbit cage

Pass thing down the line:

- a naughty puppy
- a sticky roll
- a pan of hot water
- a wet baby
- a box of jewels
- a bird with a broken leg

A TALE TO TELL



1. Player rolls the dice and moves the correct number of spaces.
2. The player reads the title of the story that is written on the space and names a character or an event from that story.
3. If the player cannot name a character from the story, the player's marker is moved back one space.
4. Continue playing until the player reaches the "Castle" and wins the game.

Note: Although the examples given are all fairy tales, you may substitute an appropriate reading list for your class.

CREATIVE DRAMATICS

Use the Tube

Long cardboard tubes---like the ones used for wrapping paper and middle sized ones found in paper towels and aluminum foil---can be imaginative props for pantomimes.

Have each child use a tube in a way that suggests an action. As each student does his pantomime, have the other children guess what he/she is doing. Obvious ones will be exhausted quickly, and they will have to stretch their imaginations to come up with new ones.

PROJECT Team Oriented Corrective Reading (TOCR)

DESCRIPTORS Elementary Education, Remedial Reading, Team Teaching

TARGET AUDIENCE Approved by JDRP for grades 2-6. This program has been used with grades 1 and 7-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION A referral corrective reading program for grades 2-6. Wichita's Team Oriented Corrective Reading program is a large-scale supplemental remedial reading program operating in the city's Title I target public elementary schools and available to eligible parochial schools. Instruction is diagnostic, individualized within ad hoc groups of pupils, and correlated with the classroom reading program. Correlation is achieved through use of the Wichita Management System for Reading (including Behavioral Objectives, Student Reading Record Card, and Class Criterion Test Record).

Long-range program goals are to improve basic reading skills, use of library media, and pupil attitudes and work habits. The six phases of the program (identification, screening, diagnosis, scheduling, instruction, and evaluation) and its team-oriented philosophy are delineated in the handbook Team Approach to Reading Success. The handbook and the Process and Performance Objectives are integral parts of the program; they describe the roles of the different team members and suggest timetables for program activities. Based on research results over a number of years, an eclectic approach, using multilevel, multimedia materials, is emphasized; however, four systems (EDL's Listen, Look and Learn, Hoffman, Psychotechnics, and Random House High Intensity Learning) are operational and may be observed in this urban setting.

Instructors are specialized teachers certified in reading with the dual responsibility of providing student instruction and resource services to building staff and parents. Instructional paraprofessionals are utilized when caseloads exceed 59 pupils.

Parent Advisory Councils play an important role in program planning and operation. The Reading Task Force provides input to administrators, program personnel, and teachers. Through the Title I Parent Education Aide Program, parents tutor students individually or in small groups. Reading teachers and parents plan parent workshops on reading skills and reinforcement.

EVIDENCE OF EFFECTIVENESS The program has been evaluated annually since its inception in 1966 by the Research Division of the Wichita Public Schools, using a comparison of pre- and posttest scores on the California Achievement Test. The goal is an average mean gain of 1.0 in grade equivalent or a positive NCE gain per year of instruction. Monthly gains ranged from 1.0 to 1.7.

IMPLEMENTATION REQUIREMENTS Adopters may implement the program in a single school or at the district level. The key to successful adoption is qualified teachers who have the training and expertise necessary to teach corrective reading students diagnostically and to serve as resource persons for staff and parents. Space and furnishings adequate for small-group instruction of students and storage of materials are necessary. TOCR guides will be provided to adopters at printer's cost; other materials are dictated by students' needs and may be determined by the reading teacher.

FINANCIAL REQUIREMENTS Start-up costs of hiring one special reading teacher and purchasing a wide variety of commercially available materials and equipment run approximately \$450 per pupil, based on a caseload of 50 pupils. Installation costs may be as low as the price of the teacher training kit provided a certified teacher and instructional materials are already available. Materials and equipment maintenance costs average about \$9.50 per pupil at the Wichita site.

SERVICES AVAILABLE No special network funding supports this project's dissemination efforts. Awareness materials are available at no cost. An awareness filmstrip-tape is available for loan or purchase. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (expenses must be paid). Training is conducted at adopter site (expenses must be paid). Follow-up technical assistance is available to adopters (expenses must be paid).

CONTACT James G. Howell, Director, or Joyce Mattson, Coordinator; 1847 N. Chautauqua; Wichita Public Schools USD 259; Wichita, KS 67214 (316) 268-7871 or -7764.

TEAM ORIENTED CORRECTIVE READING (TOCR) - Wichita, Kansas

Developer-Demonstrator Project

National Diffusion Network

DESCRIPTION:

Wichita's Corrective Reading Program is an effective large-scale remedial program which operates in the city's public and parochial schools. The Title I program provides eclectic instruction to pupils in over thirty elementary target schools and is available to eight parochial schools. Special classes are held at each attendance center and standardization is possible through six identifiable phases of the program and through utilization of the Wichita Management System. Improvement of basic reading skills, attitudes, and work habits are goals of the program. Wichita's program is noteworthy in view of the students' positive reception, demonstrated pupil achievement, team approach and low cost.

DESCRIPTORS:

Corrective Reading
Team Approach
Reading Teacher as a Resource Person
Diagnostic-Prescriptive
Parent Involvement
Management System

TARGET AUDIENCE/USE:

Referrals by classroom teacher from grades 2-6. Eligibility based on residence (designated low income target areas) and educational need (below 41% on Metropolitan Achievement Test or below 30% Iowa Test-Basic Skills).

INSTRUCTIONAL METHOD:

Diagnostic-Prescriptive.
Individualized within ad hoc small groups.
Eclectic Approach/Teacher-Selected Materials
Correlated with classroom reading program through Wichita Management System (Behavioral Objectives and Student Record Forms).

STAFFING:

Specialized teachers (Title I approved and/or certified for reading) with dual responsibilities: student instruction and resource to building staff. Aides when caseloads exceed fifty.

MATERIALS USED:

Handbook: Team Approach to Reading Success
Several schools emphasize one of four systems: EDL's Listen, Look & Learn; Hoffman; Psychotechnics; Random-House High Intensity Learning Incorporated. Most schools use eclectic, multi-level, multi-media materials.

FINANCIAL REQUIREMENT:

Start-up costs will include the salary of one special reading teacher as well as materials and equipment needed for instruction. Printer's cost for a kit of TOCR guides and forms is \$15.

PROGRAM EVALUATION:

Research Department annual evaluation based on pre and post California Achievement Test scores.

Goal: average mean gain of 1.0 in grade equivalent per year of instruction or a positive NCE gain. (Goals consistently met and surpassed.)

ADOPTERS MUST:

Adopt the goals of the TOCR program.
Pre and post test for those goals.
Use some form of the program
process objectives. Show evidence of
utilizing:

- the "team approach"
- the six-phase process
- parent involvement
- a management system

SERVICES OFFERED:

AWARENESS--TOCR offers informational
and instructional materials at no
cost related to all facets of the
program.

ON-SITE VISITATION--TOCR classrooms
in Wichita schools are available
for observation by appointment with
the TOCR office.

PERSONNEL TRAINING--TOCR offers a
brief training program for adopting
schools.

Follow-up services are also provided.

CONTACT:

Dr. James Howell
Director of Reading or

Joyce Mattson
Director of Dissemination Project
(TOCR)
1847 N. Chautauqua
Wichita, Kansas 67214

TITLE I ELEMENTARY READING

1980-81

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PROGRAM SUMMARY

| | | |
|---------------|-----------|---------------------------------|
| PARTICIPATION | 3,325 | Pupils, grades 1-8 |
| ATTENDANCE | 127 | Average days per pupil |
| PERSONNEL | 35.2 | Special Reading Teachers |
| | 1.3 | Reading Specialists |
| | 20.24 | Instructional Paraprofessionals |
| | 1.0 | Secretary |
| BUDGET | \$965,053 | Budgeted funds |
| | \$ 412 | Approximate cost per FTE pupil |

PROGRAM DESCRIPTION The Title I reading program consists of six phases: Identification, Screening, Diagnosis, Scheduling, Instruction, and Evaluation. Pupils identified as deficient in reading skills receive small group reading instruction. Groups of 3-11 pupils attend 30-45 minutes for 2-5 days per week according to their degree of need.

EVALUATION The performance objective was that pupils would make a mean gain of 1.0 in grade equivalent or 6.0 NCE gain as measured by the California Achievement Test. Results are below:

| GRADE | N | G.E. GAIN | NCE GAIN |
|--------|------|-----------|----------|
| 2 | 597 | 1.7 | 13.9 |
| 3 | 518 | 1.4 | 6.4 |
| 4 | 375 | 1.1 | 5.1 |
| 5 | 335 | 1.3 | 5.7 |
| 6 | 261 | 1.3 | 4.2 |
| 7 | 13 | 1.5 | 3.9 |
| 8 | 12 | 2.0 | 5.5 |
| TOTALS | 2041 | 1.4 | 7.9 |

According to these results the objectives were met at all grade levels for GE's and at grades two and three for NCE's. The total NCE also exceeded the 6.0 objective.



I took a piece of plastic clay
And idly moulded it one day
And as my fingers pressed it still,
It moved and yielded to my will

I came again when days were past,
The piece of clay was hard at last.
The shape I gave it still it bore,
And I could change it nevermore.

I took a piece of living clay,
And gently formed it, day by day,
I moulded it with power and art —
A young child's soft and yielding heart.

I came again when years were gone,
He was a man I looked upon.
He still that early impress bore
And I could change him, nevermore

— Author Unknown

For additional information
contact:

Jacqueline Lugrand
Title I Parent Coordinator
Wichita Public Schools
Community Education Center
1847 N. Chautauqua
Wichita, Kansas 67214
268-3116 - 268-7554



Tear off and return to your child's school.

Dear Parent Involvement Worker,

- ☐ I am interested in serving on my school Title I Parent Advisory Council.
- ☐ I would like additional information on Parent Advisory Councils.
- ☐ I would like additional information on Title I programs in my school.

Parent's Name

Child's Name

Address

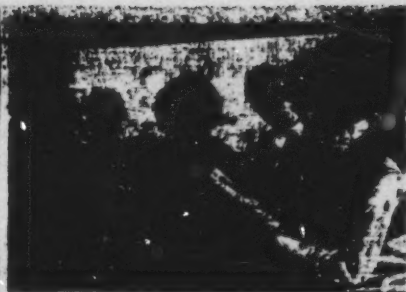
Grade

Why?

Title I of the Elementary and Secondary Education Act of 1965 (ESEA) supports programs in schools attended by a significant percentage of children from low-income families. All children attending schools with Title I programs who need extra help in basic skills are eligible for Title I services.

All districts which receive Title I funds must by law establish a Parent Advisory Council in each school served and a Parent Advisory Council for the district to advise in the planning, operation and evaluation of Title I programs.

Regulations suggest that involvement of parents at the local level is an important means of increasing the effectiveness of programs under Title I.



What?

PAC ENCOURAGES

- **MEANINGFUL INVOLVEMENT** in your child's education.
- **AWARENESS** of services provided with Title I funds.
- **UNDERSTANDING** of the educational needs of children.
- **EFFECTIVE COMMUNICATION** between home, school and the community.
- **COOPERATION** between parents, teachers and principals.
- **PARENT INPUT** in Title I program planning, operation and evaluation.
- **SUPPORT** of Title I programs in Wichita.

How?

OPPORTUNITIES FOR INVOLVEMENT

HOME:

- Ask your child's teacher how you can be involved in his education at home.
- Listen to your children and praise their accomplishments.

SCHOOL:

- Be involved in YOUR SCHOOL as a volunteer, a tutor or in other activities.
- Join your SCHOOL PAC to voice suggestions concerning your child's education, to review Title I programs in your school and to participate in parent activities.

DISTRICT:

- Represent your school on the DISTRICT or INTERMEDIATE PARENT ADVISORY COUNCIL to review the district Title I project.
- Volunteer for a District TASK FORCE. Be actively involved in program planning.

Contact the Title I Parent Involvement Worker assigned to your school for information on how YOU can be involved.

TITLE I provides a basis for organized and ongoing parental involvement which can have significant impact on the content and direction of the important educational program.



YOU ARE YOUR CHILD'S "FIRST TEACHER".

The Title I Parent Advisory Council provides an officially recognized way for you to be heard and to help determine his educational future.

Volunteer Reading Description

Volunteer Reading Program

Involvement of Parents and Community Members to tutor students on a one-to-one basis in the maintenance of Reading Skills, is the primary purpose of the Volunteer Program.

Parents, Retired Teachers/Citizens, University Students, and other Community Members are recruited as Volunteers. Persons recruited should themselves be fluent readers, and should have a sincere interest in working with children.

Each Volunteer receives 10 to 12 hours of training to use The Laubach Tutoring Program. Volunteers who elect to tutor a student of a different language receive training in The Laubach Way to English Program.

Wichita Public Schools
Division of Curriculum Services
Department of Reading
Community Education Center
1847 North Chautauqua
Wichita, Kansas 67214

Dissemination

Team Oriented Corrective Reading (TOCR), Wichita's Title I program, has received numerous honors since it was first developed in 1966. Such honors include the following:

- 1970 - White House Conference
- 1972 - recognition at the National Education Fair
- 1973 - validation by the Joint Dissemination Review Panel as educationally sound, cost effective and transportable
- 1974 - certification by the U.S. Office of Education as a Developer/Demonstrator Program
- 1975 - named exemplary Reading Program by the American Institute for Research
- 1978 - funded as a dissemination project by the National Diffusion Network

This wide recognition has precipitated many requests by other educators across the nation for information, material, and consultant services. To facilitate the requests, demonstration classrooms have been made available for visitors and the program has been presented at educational conferences to schools desiring to adopt or adapt the TOCR philosophy and structure.

A Balanced Reading Program





Introduction

Development, direction, and assistance of District 259's K-12 reading program is the principle responsibility of Reading Services. The Reading Services Center houses the staff offices as well as a resource room from which a variety of materials may be obtained for examination purposes or checked out for class use. The staff is available to accommodate requests for services from SRT's as well as classroom teachers. Title I and locally funded Special Reading Teachers (SRT's) are assigned to attendance centers based on student needs and budget limitations.

Classroom Reading

Classroom Reading Instruction

The primary goal of the reading program is to teach basic reading skills to the highest potential of each student. The Wichita Management System is designed to provide the teacher a plan for developing this potential for individual students. The behavioral objectives within this system include a descriptive statement of basic skill, and a procedure by which a student's mastery of the skill may be measured. These objectives encompass the following areas:

- vocabulary
- word recognition
- comprehension
- study skills

The Student Reading Record Card is utilized by the classroom teacher to show continuous progress made in reading skill development.

The basis for classroom reading instruction is a multi-levels basal approach. The levels program provides individualized reading instruction for all students. Classroom teachers have flexibility in the supplemental materials they use for teaching reading to further provide for individual differences.

Content Area Reading

Content area reading encompasses virtually every academic discipline within the educational realm. It is within this area the Reading Services staff or the building SRT serves as a resource to specialized content area teachers. Such resource helps include the following:

- determining the suitability of reading materials for a particular class
- development of alternate material
- determining skill needs with the various content areas
- strategies for the development of a specialized vocabulary
- questioning techniques for specific content areas
- construction of study guides

While the emphasis in the primary classroom is on learning to read, the intermediate and secondary classrooms emphasize reading to learn.



Content Area Reading Corrective Reading

Corrective Reading

While the majority of students progress satisfactorily with classroom and content area reading instruction, many require special reading instruction if they are to meet present requirements and expectations. Corrective reading is a program designed to provide special instruction for those students reading a year or more below grade level.

The corrective reading program utilizes a building team involving the administrator, classroom teacher, resource personnel and the SRT. At the elementary level, district and school Parent Advisory Councils and the Reading Task Force are actively involved in providing input to the team in planning programs to meet the educational needs of children.

There are six phases in the corrective reading program: identification, screening, diagnosis, scheduling, instruction and evaluation. Long range goals include the following:

- A. improve basic reading skills
- B. develop an improved attitude toward reading and self
- C. increase the use of library media
- D. improve work skills and habits

BEST COPY AVAILABLE

PROJECT Title I Children's Program: Learning To Read Through The Arts,
Division of Curriculum and Instruction, New York City Board of
Education

TARGET AUDIENCE Approved by JDRP for children, grades 4-6, who are reading
at least one year below grade level and who are Title I
eligible (some seventh graders accepted as apprentices).

DESCRIPTION An intensive, individualized remedial reading program presented through the arts. Reading teachers, classroom teachers, and specially trained professional artists/artist teachers work with Title I eligible children at sites in each of the boroughs of Manhattan, Staten Island, Queens, Brooklyn, and the Bronx. At the developer site, children in grades 2-6 are served, as well as special education students. The program is also suitable for grades K-1 and 7-12, and adopters have used the program with those audiences. The program is associated with major cultural institutions in New York City: the Queens Museum, the Staten Island Children's Museum, the Bronx Museum of the Arts, the New York Aquarium, the Brooklyn Museum, and Ballet Hispanico of New York. This intensive, individualized reading program focuses on improving reading skills through student involvement and interest in the arts. It integrates a total art program with a total reading program. Listening, speaking, writing, and reading techniques are stressed in the reading-oriented art workshops, and a diagnostic/prescriptive approach to reading is employed in the reading workshops. Participating children meet with the classroom/reading teachers in small groups or individually for an average of three hours per week. Students receive additional reading instruction for at least one and a half hours a week in reading-oriented arts workshops in such areas as dance, music, theater, crafts, sculpture, painting, printmaking, super 8 film, and photography. The resources of museums, cultural institutions, universities, resource centers, and libraries are used, and special programs related to the content of project workshops are scheduled for students on field trip/special event days. There is an annual Learning to Read Through the Arts exhibition of work by participating students, and/or a performing arts and film festival. A series of parent workshops is also held. Preservice and inservice training are available.

EVIDENCE OF EFFECTIVENESS At the time of validation, participating students in a six-month program improved an average of 1.78 school years (based on a 10-month school year) as measured by the California Achievement Test (Reading) Level 2, and 8.4 months (based on a 10-month school year) as measured by the California Achievement Test (Reading) Level 3.

IMPLEMENTATION REQUIREMENTS Reading teachers/classroom teachers, professional artists, and/or artist teachers are trained in the Learning To Read Through the Arts methodology. Teacher-made pupil-oriented materials, instructional devices, filmstrips, records, tape recordings, media libraries, books on the arts, and art and audiovisual supplies are used. Program hours and times are adaptable to adopters' needs and scheduling requirements.

FINANCIAL REQUIREMENTS Training materials are available at no cost to adopters as long as the supply lasts. Cost of program implementation depends on available personnel. Cost of art supplies and equipment depends on the reading-oriented workshops that are implemented. Excluding costs of personnel, each reading-oriented workshop costs approximately \$400 per 25 students.

SERVICES AVAILABLE Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

CONTACT Bernadette C. O'Brien, Project Director; Title I Children's Program: Learning to Read Through the Arts; Division of Curriculum and Instruction; New York City Board of Education; P.S. 9 Manhattan; 100 West 84th Street; New York, New York 10024-4699. (212) 787-0470 or -7582

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TAPESTRY: INTERRELATIONSHIPS OF THE ARTS IN READING
AND LANGUAGE DEVELOPMENT

"Learning to Read Through the Arts"

Bernadette C. O'Brian

Citywide Coordinator

Title I Children's Program:

Learning to Read Through
the Arts

The Board of Education of
the City of New York

Collegium Publishers

Learning to Read Through the Arts

Bernadette C. O'Brien

Our educational system has traditionally approached the arts as subordinate to more substantial subjects such as reading, writing, and mathematics. The "Learning to Read Through the Arts" program, on the other hand, approaches the arts as a core for learning. The program addresses itself to children who are of an age when their ideas about art are not yet formulated and they are most receptive to creative inspiration. When given encouragement and opportunity, most children will express themselves creatively. The success and sense of achievement gained from completing a work of art can give the child confidence which can then be transferred and applied to other areas of learning.

The dominant theme of the program is the teaching of skills in reading through involvement in the arts--performing, plastic and film. The underlying theme is to build self-confidence, improve self-image, and add to the experiences of the participating child.

The nationally validated exemplary, Developer/Demonstrator, multi-district Title I Children's Program: Learning to Read Through the Arts, The Board of Education of the City of New York is an experiential program. It is an intensive, individualized, reading program that focuses on the improvement of reading skills

Bernadette C. O'Brien

through the integration of a total art program with a total reading program.

The child sees, hears, touches, smells, and/or tastes his products! Each of these learning experiences has been designed to help him to perceive, recall, and reinforce what he is learning. The process is as important as the product.

Listening, speaking, writing and reading techniques are stressed in the reading-oriented arts workshops. A diagnostic, prescriptive approach to reading is stressed in the reading workshops. The staff includes reading teachers, artist teachers and classroom teachers working as a team.

Some of the skills learned in the art experience will be valuable to him in his reading, and vice versa. In order to succeed in this, however, a clear linkage must be made so that the learner will begin to correlate the many skills learned in the different disciplines. The Learning to Read Through the Arts methodology attempts to make this crucial linkage for each learner. For example: The teacher presents a work of art--a painting, in this case--to the child. Together, they notice the details of the painting and use the spoken and written word to describe them. As the child works on his own painting, using various colors and shapes and designs, it becomes possible for him/her to use the words which describe his/her own work. He is helped to use this vocabulary in his reading and writing, too. As he becomes aware of the details which are developing his

own painting, he now finds that the details may also be described through language. He moves from the concrete (nonverbal) to the abstract (verbal) experience. It is a simple matter to convert this knowledge into written form, by presenting to the child, reading exercises in "grasping detail," for instance, which will now have become personally meaningful to him.

We have found that if children are able to read material and apply the information thus acquired to some practical purpose, the children are interested in what they are reading and they recall what they have read. Reading becomes a tool to learn more about the arts.

The artist teachers are trained in the Learning to Read Through the Arts methodology. They build on the language the child already knows by using a Learning to Read Through the Arts language experience approach in their reading oriented arts workshops. In a language experience approach the following procedures work well: The art teachers and pupils decide on an art project. The students verbalize about the experience with the teachers. As the students express themselves, the teacher elicits a few sentences that sum up what has been said. A short composition is written by the teacher in the master journal while the pupils watch. The instructor calls attention to details that are important to reading, such as letter formation, association of sounds with symbols, repetition of the same sounds

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The art teacher, in collaboration with the reading teacher, determines, in advance, the vocabulary required for discussion and completion of each art project. These words are lettered and posted around the art room and referred to frequently. The artist teacher may ask students to write the words in context, in the form of a definition, a story or an information account. Throughout the life of the art project these words are repeated . . . verbally and visually. The vocabulary may be specialized or normed to grade level. The instructor corrects the student journals and written materials for language and content.

Brief descriptions of the reading oriented arts workshops follow:

Dance--Classical, modern, and ethnic dance are taught by the dance teacher. The historical background of basic dance forms is explored.

Music--Instruction is given in instrumental and choral music. Music history and appreciation and music notation are also taught, and children learn about individual composers and musicians.

Theater--Instruction in creative dialogue, poetry, script writing, improvisation, and pantomime form the basis of the theater workshops.

Filmmaking--Activity centers around the making of live films and involves directing, acting, set construction, costume design, script writing, sound tracking, lighting, and editing. Story boards are used on which dialogue, action and technical information needed to shoot the films are recorded.

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Also, techniques of animation are explored, ranging from simple McLarenesque application directly on clear film to the more involved process of actual production including drawing, painting, modeling, set construction, script writing, sound track, camera work, and editing.

Photography--In learning photography, each child will explore the community through the eyes of a 35 mm camera. The fields of both audiovisual presentation and still photography are studied, along with the process of developing film, cropping and mounting.

Mixed Media--This workshop involves the children in making assemblages, three-dimensional works, and environmental works. Preparation and cleaning procedures will be emphasized.

Drawing--The art of drawing is introduced through a variety of media and techniques. Frequent drawing outings are scheduled in order to develop observational powers. Drawing is further explored historically as a means of telling a story, capturing an event or feeling, realizing an idea as a political tool or as an escape.

Puppetry Theater--Activity centers around the construction of shadow and papier mache made puppets and their use in both improvisations and more ambitious productions involving scripts, sound effects, stage design, stage constructions, costume design, and narration.

Printmaking--The historical background of printmaking is

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studied through various techniques such as silkscreening and linoleum and woodblock printing.

World Crafts--Sculpture, potting, weaving, leather craft, and jewelry making are offered as well as various sculptural techniques involving materials such as styrofoam, lucite, plastic, papier mache, wood, clay, and plaster.

Painting--The theme of what it is to be an artist in the 20th century is pursued in this workshop which makes extensive use of museum collections. Creative painting is studied as well as techniques involving the stretching and priming of canvas and the mixing of colors.

Multi-Activity--This workshop offers a short-term art or reading experience apart from either one of the workshops in which the child is registered. The children who participate have either short attention span, a need to feel success quickly, or a need to take part in an activity other than the one he is pursuing in his workshop.

The reading teachers use an individualized, prescriptive, remediation or enrichment approach. The students' reading weaknesses are diagnosed through the Wisconsin Design Skill Development Tests, the California Reading Achievement Test and informal testing.

Most of the prescriptive materials are teacher-made, because the content of the reading relates to the ongoing art

projects, rather than a standard, prepared reading text. Books stencils, story boards, charts, filmstrips, tapes, and recordings are some of the materials used in the multimedia center. The design also includes student participation in research, as children are encouraged to seek information about their art projects. These factors allow the youngsters to develop and build their interest and appreciation in the arts and in reading. The specialized vocabulary and grade level vocabulary are exchanged by the arts and reading specialists, in order that each specialist will reinforce the learning in both the arts and reading workshops.

In addition to the arts and reading workshops, children go on regular field trips to cultural institutions and educational resource sites. Special events and/or performances are also brought to the program periodically. In this way the students have an opportunity to research a primary source such as an original painting, sculpture or manuscript, or they may see a professional theater performance, dance performance or hear a concert.

It has always been a commitment of the program to associate itself with major cultural institutions in the community where the program takes place, such as The Bronx Museum of the Arts, The New York Aquarium, The Queens Museum, The Staten Island Children's Museum and The Brooklyn Museum.

The students are also given the opportunity to showcase their own original works and accomplishments in the annual "Learning to Read Through the Arts Exhibition" and "The Performing Arts and Film Festival." For the past two years the children's exhibition and performance was held at the Lowenstein Plaza of Fordham University at Lincoln Center.

Parents' workshops are an important part of the program in order that the parents may understand the program, learn how children learn, and have an opportunity to discuss family living. Also, the parents may serve as workshop or field trip assistants or become members of the program's Advisory Board. We found this aspect of the program most valuable to everyone involved in the project.

Pre-service and in-service training are necessary for both art and reading specialists and staff. An on-going evaluation of the project is a major feature.

According to the evaluator, Paul Heintz of New York University, the Title I Children's Program: Learning to Read Through the Arts "provides a unique opportunity for organizing instruction that is based on current learning theory and research in education and psychology. Cognitive theorists posit that students learn most readily if exposed to knowledge, concepts or skill in sequence that proceed from concrete to abstract. It is highly likely, therefore, that the success of the current

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program in enabling students who were previously unsuccessful in reading to make significant gains in reading is, in large part, due to the goodness of fit that has been achieved between the program activities and the way children are naturally set to learn."

Since 1971, the evaluations of past programs have shown that the students improve an average of 1 to 2 months in reading for each month they have participated in the program as measured by standardized reading tests.

The Title I Children's Program: Learning to Read Through the Arts, The Board of Education of the City of New York received national recognition when the American Institute of Research for the National Right to Read Effort chose it as one of twelve exemplary reading programs in the United States. It was validated by the Joint Dissemination Review Panel of the United States Office of Education. The program was also selected by the Department of Health, Education and Welfare as one of thirty-three exemplary Title I Programs in the nation. This Title I Learning to Read Through the Arts Children's Program is a Developer/Demonstrator project of the United States Office of Education, National Diffusion Network.

Commencing 1978-1979, the program, with the approval of the Board of Education, utilizing ESEA Title I funding (Impact Aid), has expanded to five sites in the boroughs of Manhattan, Staten Island, Queens, Brooklyn and the Bronx in New York City.

Bernadette C. O'Brien

There are replication programs of the Title I Children's Program: Learning to Read Through the Arts in both rural and urban areas in the states of Arkansas, New Jersey, New Mexico, New York and Wyoming. Kansas and Minnesota are the newest states to replicate the program.

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Collegium Publishers

We've got news in store for you! ★

macy's

citykids salutes
children's theatre in new york!

students in the new york city board of education

learning to read
through the arts program

(national diffusion network)

will present dance performances
to delight children of all ages.

monday, march 16, 3:30 pm

tuesday, march 17, 12:00 noon

5th floor, growing up on 5

PROJECT Training for Turnabout Volunteers (TTV)

DESCRIPTORS Reading, Mathematics, Basic Skills, Cross-age Tutors, Secondary Education, Elementary Education

TARGET AUDIENCE Approved by JDRP for grades 1-9

DESCRIPTION A cross-age tutor training program that prepares students in grades 7-9 to serve as reading or math tutors with students in grades 1-6 who are achieving below grade level placement in either area. The Training for Turnabout Volunteers (TTV) project includes an extensive multi-media training program as well as an overall plan for a delivery system for cross-age tutors. As the training program is structured, students in grades 7-9 participate in a total of 26 training sessions which provide them with tutoring skills and strategies that can be applied within the tutees' basic skills curriculum. The training program is divided into 3 mini-courses: General Volunteering Skills (GVS), Tutoring in Reading, and Tutoring in Math. Each mini-course consists of a series of video taped lessons for initial concept development, mini-paks (workbooks) with practice and extension activities for the tutor, and reinforcement activities that can be used by the tutors with their tutees. After pre-service training in the GVS mini-course, students attend in-service training in the reading or math mini-course once a week and tutor four times.

The TTV delivery system for cross-age tutors includes procedures and support materials for recruiting, screening, and placing cross-age tutors, training for the teachers who direct their activities, and strategies for monitoring and evaluating the program.

The TTV project is transportable and easily adoptable since it requires no special staffing, facilities, or curriculum. TTV is used in conjunction with the adopting school or district's reading or math program and can be dovetailed into the school's program as an elective or extra-curricular activity.

EVIDENCE OF EFFECTIVENESS A pre-test/post-test non-equivalent control group design was used to evaluate the specific objectives of the TTV project. Results of the data analysis indicate that overall the training program was effective in that it taught the skills necessary for better tutoring and that tutee performance was significantly enhanced in reading and math as a result. The field-test study documented that the elementary tutees who were tutored by TTV trained tutors increased their reading or math achievement scores as much as 1 1/2 grade levels more than the tutees who were tutored by untrained tutors. In addition, the achievement gains of the tutors indicate that those who learned tutoring skills and used them with their tutees showed greater gains in reading and math than the untrained tutors. Again, the field-test study documented that the TTV trained tutors increased their own reading and math achievement scores as much as 2 grade levels more than the untrained tutors.

IMPLEMENTATION REQUIREMENTS The basic requirements for adoption are that a school or district purchase the project materials, appoint a person to coordinate the program, provide training for that person in the implementation of the program, and operate the program in at least one school for one year.

FINANCIAL REQUIREMENTS Implementation costs are based upon the training needed for installation and the teacher and student materials needed for 30 TTV reading tutors and 30 TTV math tutors each semester. Per pupil costs are \$10.08 for installation and .62 for each subsequent year making the per pupil costs \$3.77 over 3 years which is the projected period of use for the student materials.

SERVICES AVAILABLE No special network funding supports this project. Awareness materials are available. Visitors are welcome to attend a two-day demonstration/implementation workshop that is held the third Tuesday and Wednesday of each month. Project staff can attend out-of-state conferences. Training is conducted at the project site or the adopter's site. Costs are negotiated for all services.

CONTACT Johanna Bullock, Coordinator, Training for Turnabout Volunteers,
Dade County Public Schools, 1410 N.E. Second Avenue, Miami, FL 33132
(305) 371-2491

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TRAINING FOR TURNABOUT VOLUNTEERS

We've Got It! Increased reading and mathematics achievement scores for elementary and junior high school students!

We've Got It! TTV: TRAINING FOR TURNABOUT VOLUNTEERS- A multi-media cross-age tutor training program that prepares students grades 7-9 to serve as reading or math tutors with students grades 1-6 who are achieving below grade level placement in either area.

The low performance of students on standardized tests and basic skills competency tests demonstrates the prevalence and severity of the problem which the TTV project addresses: namely, underachievement in reading and mathematics. This tutor training program, utilizing video-taped lessons, provides the opportunity for more individualized instruction and for basic skills mastery for both the tutors and the tutees.

Due to the obvious need for such a program, the TTV Project was awarded a Title IV-C grant to develop and implement an organized, structured and creative delivery system to enrich and expand existing educational program in our schools. The delivery system designed by the TTV Project includes the necessary training and support materials for the students and teachers involved in the tutoring program as well as monitoring and evaluation instruments for all aspects of the program.

The project originated in the Dade County Public Schools, Miami, Florida. The TTV model addresses itself to the needs of students in grades 1 - 6 who, in reading and mathematics, are achieving at least one grade level below their actual grade placement in school. The Turn Abouts (students in grades 7 - 9 who serve as the cross-age tutors) increase their basic skills while tutoring their elementary tutees. The data from the validated project indicates that the elementary tutees who were tutored by trained Turn Abouts increased their reading and math achievement between $\frac{1}{2}$ to $1\frac{1}{2}$ grade levels more than the control tutees who were tutored by untrained Turn Abouts. In addition, the TTV trained Turn Abouts increased their own reading and math achievement between $\frac{1}{2}$ to 2 grade levels more than the untrained Turn Abouts. The trained tutors also outperformed the untrained tutors on an objective-referenced test covering tutoring skills and subject area knowledge. The results indicate to a significant degree that the trained tutors were indeed more effective than the untrained tutors.

Before TTV, there was no multi-media, cross-age tutor training program. Now there is. We've Got It! And now you can have it, too!

COMPONENTS

AWARENESS AND RECRUITMENT

The TTV staff realized that a well-planned recruitment and awareness program is vital to a successful Turn About Program. The goals and objectives of TTV are explained to the staffs of both the sending and receiving schools involved in the program. To be effective, the Turn About Program must have the commitment and support of both.

SCREENING AND PLACEMENT

A successful cross-age tutoring program is designed to meet the needs of the educational programs of the schools involved. Therefore, it is imperative that a needs assessment be done before the screening and placement can be completed. Careful selection of prospective tutors is the backbone of a smoothly-run Turn About Program, with primary criteria being responsibility, good behavior and good attendance habits. Tutors are matched with tutees functioning below grade level in reading or math with the tutor achieving at least two grade levels higher than the tutee in the subject being tutored.

TRAINING

Training activities of the TTV Program encompass two areas: training of the program implementers and training of the tutors.

Since the program implementers may include area superintendents, curriculum consultants, teachers, media specialists, and any other key personnel the school wishes to involve in the operation of the program, it is first necessary to provide appropriate training for them. This training may be provided through participation in a two-day workshop at either the demonstration center in Miami or at the adopter's site.

Training for Turn Abouts is individualized through three basic units of study: GENERAL VOLUNTEERING SKILLS, TUTORING IN READING, AND TUTORING IN MATHEMATICS. The tutor-training uses video tapes for initial concept development, mini-paks for extension and practice activities, and accompanying software for follow-up. The tutors may receive elective credit for approximately 26 class sessions of training and 64 tutoring sessions during one 18-week course.

MONITORING AND EVALUATION

The TTV Project has included in its delivery system procedures and materials for monitoring program activities, as well as for evaluation and appreciation. A dynamic cross-age tutor training program requires on-going monitoring and both formative and summative evaluation.

The comprehensive plan for evaluation used by the TTV Project incorporates feedback from all groups involved in the program operation and uses a pre/post-test assessment.

SERVICES

As a result of being a validated Title IV-C project, TTV is now able to provide materials and technical assistance to those schools and districts who wish to implement a similar cross-age tutor training program.

MATERIALS

The materials available are those that were developed by the Training For Turn About Volunteer staff and field-tested as part of the School Volunteer Program of Greater Miami, Dade County Public Schools, Miami, Florida. These materials packaged in the TTV Kit consist of three basic modules:

GENERAL VOLUNTEERING SKILLS TUTORING IN READING TUTORING IN MATHEMATICS

The materials in the kit include for tutor-training:

- - - 25 video-lessons and one script for initial concept development
- - - 3 mini-paks with practice and extension activities
- - - 9 instructional comic books
- - - 4 filmstrips
- - - 39 audio-lessons
- - - 2 basic training manuals (one for reading and one for math)
- - - the T.A.K.I.T. BOOK, a how-to-do-it activities manual for tutors

Included in the kit are also training materials for program managers:

- - - Manager's Handbook
- - - Teacher Training Trio
- - - Evaluation Instruments to measure program effectiveness

TECHNICAL ASSISTANCE

In addition to providing materials, the TTV Project is able to provide technical assistance at the demonstration center in Miami or at the adopter's site. Two-day workshops are held each month at the demonstration center to train persons who have been appointed to implement the program in their school or district. The workshop is designed to help program leaders plan an awareness and recruitment campaign, do screening and placement, gain proficiency in the use of training materials, and devise a workable monitoring and evaluation system. After this "hands-on" training, it is expected that trainees will be able to "go" with the course at their site. If attendance at the Miami site is not feasible, arrangements can be made to receive training at the adopter's site.

FEATURES

Many schools and districts already have cross-age tutor programs. The concept is not new. What is new about the TTV Program is that it provides a systematized recruitment, placement, training, monitoring, and evaluation program for cross-age tutors which increases the effectiveness and efficiency of everyone involved.

UNIQUE QUALITIES

What specifically makes TTV so different: Here are some of its unique features:

- - - multi-media training materials, with primary input based on video-tape instruction
- - - broad target population, with students from grades 1 - 9 being impacted
- - - wider range of tutors can be involved since basic skill improvement is an expectation for both tutee and tutor; basic criteria used in the selection of tutors are dependability, good behavior and good attendance, rather than only academic excellence as in other programs.
- - - no special staffing requirements; the staff person appointed to oversee the tutor training needs no special expertise in reading or math instruction since the materials are designed to be self-instructing
- - - used in tandem with a district's existing reading and math program and does not require major curriculum reorganization
- - - can be conveniently dovetailed into the Turn About's present class schedule and does not necessitate any major schedule changes

ADDITIONAL SPINOFF RESULTS FROM THE FIELD TEST

Besides the increased reading and math achievement by tutors and tutees that was measured by the field test, there were other positive outcomes of the study:

- - - allows teachers more time to work with smaller groups of children
- - - provides the tutors with a better understanding of the teacher's role and the teacher-pupil relationship
- - - establishes a good learning rapport between tutors and tutees because of their closeness in age
- - - adds another positive role-model for the younger student
- - - builds better self-image of both tutor and tutee
- - - improves motivational levels through the added attention
- - - increased achievement in other subject areas as a result of the improvement in reading and math skills

Schools or districts who are interested in beginning or improving a cross-age tutor training program are now able to adopt (fully implement) the model established by the TRAINING FOR TURN-ABOUT VOLUNTEER project. The basic requirements for adoption are that a school or district purchase project materials, appoint a person to coordinate and teach the program, provide training for the coordinator in the implementation of the program, and to operate the program in at least one school for at least one year.

POTENTIAL ADOPTER NEEDS ASSESSMENT:

- - - recognizes the need for a cross-age tutor program
- - - recognizes the benefits of the systematized, self-instructing cross-age tutor training program provided by TTV
- - - is willing to implement a properly monitored and evaluated training program
- - - is willing to make a commitment to and be supportive of a cross-age tutor training program at sending and receiving school sites
- - - has staff persons who are willing and available to coordinate the training program
- - - has received administrative and, in the case of district adoption, School Board support for the program
- - - will assess the impact of the TTV Project and report the results to the developer
- - - has funding capabilities to support the program
- - - has access to video tape equipment or closed circuit broadcasting facilities

The TTV project is cost effective for any school or district. Besides being inexpensive to implement and operate, TTV provides a dual benefit since both the tutors and the tutees improve in their reading and mathematics achievement.

The costs for implementing TTV delineated in Column A below are based on TTV's being installed as part of the school's program with no additional personnel or special equipment required. In both the junior high and elementary schools, coordinating TTV is an additional responsibility for current staff. In the junior high school, TTV is a regular teaching assignment for any certified teacher and in the elementary school, directing the activities of the tutors is a routine part of the teacher's day. However, since some schools may not have access to the necessary audio-visual equipment, the costs delineated in Column B include \$3000 for the purchase of a video tape player, monitor, filmstrip projector, and cassette tape player. All costs are based upon the materials and training needed for 2 TTV classes (one period of reading and one period of math) with 30 students in each class each semester.

COSTS FOR ADOPTION

| | INSTALLATION
(non-recurring costs) | SUBSEQUENT YEARS
(recurring costs) | |
|---------------------|---------------------------------------|---------------------------------------|--------------|
| | A | B | |
| personnel training | \$1,270 | \$1,270 | 0 |
| facilities | 0 | 0 | 0 |
| materials/equipment | \$1,150 | \$4,150 | 0 |
| consumables | 0 | 0 | \$150 |
| TOTAL COSTS | \$2,420 | \$5,420 | \$150 |

Schools and districts are able to apply for financial assistance through the NDN or Title IV-C. If granted, the funds may be used to purchase materials and help offset the costs of training and technical assistance.



Turn About.....It's Your Turn To Teach

TRAINING FOR TURNABOUT VOLUNTEERS

TTV.....

A PROVEN SUCCESS!

WHAT IS TTV?

Training for Turn About Volunteers (TTV) is a federally funded E.S.E.A. Title IV-C project developed in the Dade County Public Schools. The project is designed to assist junior high school students in their tutoring of younger students who are functioning below grade level in reading or mathematics.

WHAT DIFFERENCE DOES TTV MAKE?

The results of the TTV validation study indicate that the elementary tutees who were tutored by trained cross-age tutors gained in reading and mathematics by one-half to one and a half grade levels more than the control tutees who were tutored by untrained cross-age tutors. As significant, is the fact that the trained junior high tutors increased their own reading and mathematics achievement between one-half to two grade levels more than the untrained tutors.

WHAT TRAINING DO THE TUTORS RECEIVE?

The tutors receive elective credit and participate in ten class periods of pre-service training before they begin to tutor. For the remaining sixteen weeks of the semester, the tutors attend class one day per week for in-service training and tutor the four remaining days during their elective class period.

A TYPICAL TUTORING SCHEDULE

| | Mon. | Tues. | Wed. | Thur. | Fri. |
|----------------|--|-------|---|-------|-------|
| Weeks
1 & 2 | Pre-Service Training for 10 Class Periods on
General Principles and Techniques of Tutoring. | | | | |
| Weeks
3-18 | Tutor | Tutor | In-Service
Training in
Read & Math
Tutoring Skills | Tutor | Tutor |

WHAT MATERIALS ARE USED IN THE TRAINING?

TTV tutor-training uses multi-media materials covering the following topics: "General Volunteering Skills," "Tutoring in Mathematics," and "Tutoring in Reading." The TTV Training Kit includes 25 video-lessons for initial concept

development, mini-paks with practice and extension activities, instructional comic books, 4 filmstrips, 39 audio-lessons, basic training manuals in reading and mathematics, a T.A.K.I.T. Book which is a how-to-do-it manual for tutors.

WHAT IS AVAILABLE TO YOU?

1. The TTV project will train a staff member of your school to coordinate and implement the Training for Turn About Volunteer Program.
2. All TTV training materials for a maximum of 60 reading and/or math tutors will be provided by TTV.
3. Assistance from the TTV staff in implementation of the program.

WHAT MUST YOU PROVIDE?

Elementary School:

1. Teachers receptive to utilizing cross-age tutors in their classrooms.
2. A staff member to serve as the receiving school liaison with the junior high school.
3. Tutees who are identified by the classroom teacher as achieving at least one grade level below their assigned grade in school (as per their reading or math achievement test scores.)

Junior High School:

1. A staff member to be trained by the TTV staff and to serve as the teacher of the Turn About course who coordinates and monitors the Turn About tutors.
2. Access to video-tape equipment.
3. Dependable students achieving at fifth grade level or better in reading or math who will serve as tutors and receive elective credit.

WHAT OTHER BENEFITS ARE THERE?

Besides the increased reading and mathematics achievement by tutors and tutees, the following positive spin-offs were identified:

1. The utilization of cross-age tutors in the classroom provides needed individualized instruction and attention for children who are performing below grade level in reading and math while also allowing the teacher more time to work with smaller groups of students at both the elementary and junior high schools.
2. The training and tutoring experience provides the tutors with a better understanding of the teacher's role and the teacher/pupil relationship.
3. The tutees look up to the older tutors as role models and consequently, tutors develop better self-images as do the tutees who receive the special individualized attention.
4. The increased reading and math achievement contributes to the improvement in other subject areas for both the tutees and tutors.

MATERIALS TO IMPROVE YOUR CROSS-AGE TUTOR TRAINING PROGRAM

TRAINING IN GENERAL VOLUNTEERING SKILLS

This mini-course provided by the Training for Turnabout Volunteers project includes multi-media materials designed to prepare junior high students in the general principles of tutoring. Concepts covered in this mini-course are the role and responsibilities of tutors as well as the resources, instructional tools, equipment, and techniques available for use with the tutee. Teacher kit and student materials available are described below:

GVS Teacher Kit

- *10 video lessons, each approximately 20 minutes in length, for initial concept development
- *mini-pak with practice and extension activities corresponding to the 10 video lessons plus mini-tests with keys for use with each lesson
- *audio visual materials including
 - a filmstrip/audio tape set "Time for Turnabout" which gives students a brief introduction to the TTV program
 - a filmstrip/audio tape set "Ask a Busy Man" which illustrates the volunteer efforts of some busy and important people in the community
 - an audio tape of activities to use as follow-up with the video lessons

GVS Student Mini-pak

- *workbook of practice and extension activities that correspond to the video lessons and are used to prepare the tutor for the tutoring experience

TRAINING FOR THE READING TUTOR

This mini-course provided by the Training for Turnabout Volunteers project includes multi-media materials which focus on the skills needed to be an effective reading tutor. The Training for the Reading Tutor mini-course provides an overview of the various approaches to the teaching of reading along with specific strategies and reinforcement techniques to be used in phonics, sight words, context clues, structural analysis, readiness skills, and comprehension. Teacher kit and student materials available are described below:

Training for the Reading Tutor Teacher Kit

- *7 video lessons, each approximately 20 minutes in length, and one scripted lesson for initial concept development
- *mini-pak with practice and extension activities such as comic books and a Basic Training Manual which correspond to the 8 lessons. Also included are keyed tests for each lesson and the unit
- *audio visual materials including
 - a filmstrip/audio tape set "The Language Experience" which explains the use of the language experience approach in tutoring reading
 - an audio tape to accompany the reading comic books
 - an audio tape to be used with the mini-pak activities

Training for the Reading Tutor Student Mini-pak

- *workbook with practice and expansion activities that correspond to the video lessons and are used to reinforce the skills of the tutor as well as the tutee. Also included are comic books and the Basic Training Manual
- *T.A.K.I.T. book with step-by-step instructions for making many of the materials to be used with the tutees. One of these reference books is included with the purchase of five student mini-paks.

TRAINING FOR THE MATH TUTOR

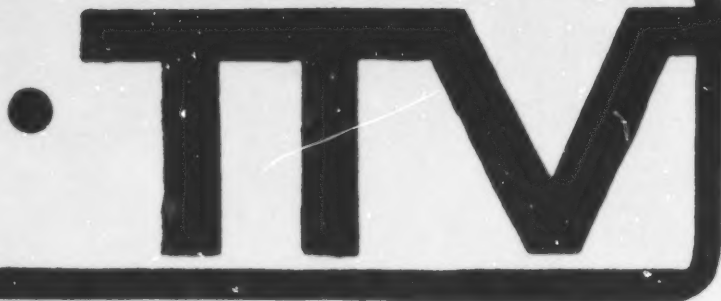
This mini-course provided by the Training for Turnabout Volunteers project includes multi-media materials which focus on the skills needed to be an effective math tutor. The Training for the Math Tutor mini-course prepares the tutor to work with the tutee in addition, subtraction, multiplication and division through the concrete, pictorial, symbolic and abstract stages. Tutors also learn to help tutees with story problems. The teacher kit and student materials available are described below:

Training for the Math Tutor Teacher Kit

- *8 video lessons, each approximately 20 minutes in length, for initial concept development
- *mini-pak with practice and extension activities such as comic books and a Basic Training Manual which correspond to the 8 lessons. Also included are keyed tests for each lesson and the unit
- *audio visual materials including
 - a filmstrip/audio tape set "Your Number's Up" which describes the types and uses of math number lines as tutoring tools
 - an audio tape to accompany the math comic books
 - an audio tape to be used with the mini-pak activities

Training for the Math Tutor Student Mini-pak

- *workbook with practice and extension activities that correspond to the video lessons and are used to reinforce the skills of the tutor as well as the tutee. Also included are the comic books and the Basic Training Manual.
- *T.A.K.I.T. book with step-by-step instructions for making many of the materials to be used with the tutees. One of these reference books is included with the purchase of five student mini-paks.



TRAINING FOR
TURNABOUT VOLUNTEERS

ORDER FORM

TRAINING FOR TURNABOUT VOLUNTEERS PROJECT
DADE COUNTY PUBLIC SCHOOLS
1410 N.E. Second Avenue
Miami, Florida 33132

(305)371-2491

Please send the materials indicated to the address given below:

GENERAL VOLUNTEERING SKILLS (GVS)

| | |
|--|-------------|
| _____ GVS Teacher Kit | \$225.00 |
| _____ GVS Student Mini-pak
(student mini-paks are sold only in lots of 5) | each \$7.50 |

TRAINING FOR THE READING TUTOR

| | |
|--|--------------|
| _____ Reading Teacher Kit | \$165.00 |
| _____ Reading Student Mini-pak
(student mini-paks are sold only in lots of 5) | each \$12.00 |

TRAINING FOR THE MATH TUTOR

| | |
|---|--------------|
| _____ Math Teacher Kit | \$160.00 |
| _____ Math Student Mini-pak
(student mini-paks are sold only in lots of 5) | each \$12.00 |

T.A.K.I.T. Book

| | |
|---|-------------|
| _____ T.A.K.I.T. book
(one needed for each 5 students) | each \$3.00 |
|---|-------------|

NAME _____ TITLE _____

SCHOOL or ORGANIZATION _____

MAILING ADDRESS _____

CITY, STATE, ZIP CODE _____

heard about TTV through _____

_____ payment enclosed _____ purchase order attached postage and handling costs included

Please make check or money order payable to TTV PROJECT, DADE COUNTY PUBLIC SCHOOLS, and return to the above address.

307 360

MIS-12589 (08-81)

LITERACY PROGRAMS AT THE NATIONAL LEVEL

This section contains a collection of information on national organizations that are working toward combating functional illiteracy. A description of services provided, available resources, and sample materials have been included for selected organizations.

Promoting Literacy at the National Level

In the United States today, there are more than 23 million Americans 16 years of age or older that cannot read at all and another 30 million that are unable to interpret a help wanted ad or even decipher the instructions on a prescription label. That is to say that of the adult American population, 35%, or almost four out of every 10, are handicapped by illiteracy.

Every year an estimated half a million functionally illiterate young people graduate from our high schools. One out of every five graduating high school seniors cannot perform basic reading tasks; one out of every four incoming college freshman need remedial instruction in reading and writing. Of these millions of juveniles and adults, it is estimated that currently only two to four percent are being reached by literacy programs designed to remedy the situation.

The economic impact of illiteracy is also shocking. A person who is illiterate may expect to earn 36% below that of an average high school graduate. And, as well as earning less to meet family needs, an illiterate individual's contribution to government services through taxes also remains lower. There are also direct drains on the national tax coffers caused by illiteracy. In 1970, it was estimated that \$2.96 billion of a total of \$5.9 billion spent on food stamps, welfare checks, visits to the doctor, the dentist, immunization shots, corrective lenses, lunches and breakfasts at schools, were directly attributable to the undereducation of welfare recipients. Over one-third of mothers receiving Aid to Families with Dependent Children are illiterate. Illiteracy was also calculated to cost \$2 billion of a total \$8 billion spent by the criminal justice system in 1970; half of the inmates in our state and federal correctional institutions today are illiterate.

And, what is the cost in terms of human lives? It has been shown that functional illiteracy can also often begin a chain of chronic unemployment that may lead to alcoholism, marital problems and a perpetual downward spiral of humiliation and suffering.

(from Reducing Functional Illiteracy: A National Guide to Facilities & Services, AAAA Contact Center, August 1981, p. i)

In light of the national attention and concern regarding literacy in America, several national organizations, many of which have local affiliates, are working toward combating functional illiteracy. The information that follows describes several of these national organizations and the services they provide.

AAAA Contact Center*
Post Office Box 81826
Lincoln, NE 68501
402/464-0602

The American Association of Advertising Agencies (AAAA) is the national association of the advertising business, representing over 450 advertising agencies across the United States. CONTACT, INC. is an international human service information and referral agency. As are so many professional organizations, the AAAA is involved in a number of public service projects, including one aimed at the problem of functional illiteracy. CONTACT, INC. coordinates the AAAA involvement and activities in this field.

The AAAA CONTACT CENTER is designed to encourage communications between the organizations and individuals already involved in the fight against functional illiteracy and to stimulate new local efforts. The CENTER'S purpose is to locate existing national, state and local programs which deal with functional illiteracy and, through the identification of these available resources, link those who need help (or want to help) with the people and programs who will assist them.

Two publications are available through the CONTACT CENTER:

- the written word is a monthly newsletter designed to encourage communication among those working in the field of functional illiteracy and which also acts as a catalyst in delivering volunteer manpower to local community programs. the written word contains facts on various literacy programs, projects, publications, and people. (12 issues - \$6.00)
- Reducing Functional Illiteracy: A National Guide to Facilities and Services is a directory of names, addresses and telephone numbers of over 2,600 literacy programs in the United States and Canada. Each program is listed by state and then by city to make it easier to locate those nearest your area. Within the directory you will also find the latest statistics on functional illiteracy, a two-page listing of national organizations, and detailed information on NALA, LVA and IRA. (148 pages - \$12.00)

NOTE: Three sample newsletters, excerpts from Reducing Functional Illiteracy, and a descriptive brochure are included in this section of Improving Basic Skills.

Laubach Literacy International
Peter Waite, Executive Director-LLA
1320 Jamesville Avenue
P.O. Box 131
Syracuse, NY 13210
315/422-9121

LLA - Laubach Literacy Action (LLA) is the self-governing volunteer membership organization of Laubach Literacy International. LLA provides training and supervised certification in reading, teaching English as a second language, and writing for new readers. It draws upon the expertise of over 24,000 volunteers in nearly 600 projects throughout the United States, and the professional staff of Laubach Literacy International. Evaluation and training is offered in the organization and administration of adult literacy programs, writing educational materials for adults of limited reading ability, team building for effective educational programming, and the use of volunteers in school tutorial and community agency programs. Basic literacy skill books published by New Readers Press, the publishing division of Laubach Literacy International, form the core curriculum, complemented by follow-up materials emphasizing adult survival and coping skills in contemporary, and adult leisure reading. Training courses provided by certified LLA trainers are recommended for college credit by the American Council on Education. NOTE: See brochure included in this section of Improving Basic Skills.

Literacy Volunteers of America, Inc.*
Joseph Grey, Executive Director
Sixth Floor Midtown Plaza
700 E. Water Street
Syracuse, NY 13210
315/474-7039

LVA - Literacy Volunteers of America, Inc. is a national non-profit organization founded in 1962 in Syracuse, New York, to combat the problem of adult and teenage illiteracy in the United States and Canada. Its primary premise is that well trained and carefully supported volunteers can be effective tutors of adults, and that with enlistment of the huge pool of talent, a significant impact on the problem can be made. More than 20,000 students and tutors are currently working in 80 local Literacy Volunteer member units in 18 states. LVA also offers training and technical assistance in organizing local Literacy Tutorial Programs to non-member organizations. NOTE: See brochure included in this section of Improving Basic Skills.

International Reading Association*
800 Barksdale Road
P.O. Box 8139
Newark, DE 19711
302/731-1600

IRA - The International Reading Association (IRA), while not directly involved in the problem of adult literacy, is of special interest because of their

professional concern with reading. The primary purposes of IRA are threefold: (1) To improve the quality of reading instruction at all levels by encouraging the study of the nature of the reading process, stimulating and promoting research dealing with all aspects of reading, acting as a clearinghouse for information relating to reading, and encouraging the development of high quality teacher education programs, both preservice and inservice; (2) To develop an awareness of the impact of reading by encouraging the development of worthwhile reading tastes and permanent interests in reading, promoting the formation of lifetime habits of reading, and developing an appreciation of the value of reading in a democratic society; and (3) To promote the development among all peoples of a level of reading proficiency that is commensurate with each individual's unique capacity.

ADDITIONAL NATIONAL ORGANIZATIONS*

LAUBACH LITERACY OF CANADA
Howard Cogswell, President
P.O. Box 6548, Station A
Saint John NB E2L-4R9
(Canada ph) (506) 642-4357
Services: 1-1 tutoring to
adult non-readers

APPLIED SCHOLASTICS INC.
Kit Johnson
955 S. Western Avenue
Los Angeles, CA 90006
(213) 735-1333

COUNCIL FOR BASIC EDUCATION
A. Graham Down
725 15th Street, NW
Washington, DC 20005
(202) 347-4171
Services: Basic Education
Journal 10 times/year;
occasional papers; discount
on publications

MOVEMENT FOR CANADIAN LITERACY
Patrick Fahy, President
Box 533, Postal Station P
Toronto ON M5S-2T1
(Canada ph) (403) 427-5520
Services: Communications/support
to tutors, teachers, administrators
and public.

NATIONAL ASSOCIATION FOR PUBLIC
CONTINUING AND ADULT EDUCATION
Dr. James Dorland, Executive Director
1201 16th Street, NW
Washington, DC
(202) 822-7866
Services: Professional association
for adult educators

READING REFORM FOUNDATION
Mrs. Raymond Rubicam
7054 E. Indian School Road
Scottsdale, AZ 85251
(602) 946-3567

READING IS FUNDAMENTAL, INC. (RIF)
Carolyn Gunn-Thorne, Director
Smithsonian, Suite 500
600 Maryland Avenue, SW
Washington, DC 20560
(202) 287-3220
Services: RIF projects in local
communities distribute books to young
people; provide other activities
related to reading. RIF encourages
children to read for pleasure.

CLEARINGHOUSE ON ADULT EDUCATION
VOCATIONAL AND ADULT EDUCATION
U.S. Department of Education
Richard Eason, Education Program
Specialist
400 Maryland Avenue, SW
Washington, DC 20202
(202) 245-9751

I.R.I.T. DISSEMINATION PROJECT

Donald Carso, Director
Board of Education
249 High Street
Hartford, CT 06103
(203) 566-6036
Services: Information provided
to assist in setting up the program

U.S. DEPARTMENT OF EDUCATION

Division of Adult Learning
Office of Vocational and Adult Education
Paul Delker
ROB-3, Room 5057
400 Maryland Avenue, SW
Washington, DC 20202
(202) 245-2278

HOME MISSION BOARD SBC

Mildred Blankenship
1350 Spring Street, NW
Atlanta, GA 30367
(404) 873-4041
Services: Volunteer tutor training;
social needs; literacy and conversa-
tional English skills (SBC-Southern
Baptist Convention)

ALTRUSA INTERNATIONAL, INC.

Dorothy Kuehlhorn, Director
8 S. Michigan, Room 1105
Chicago, IL 60603
(312) 236-5894

TEACHER'S EDUCATION PRESS

Paula Riegel, President
P.O. Box 364
Teaneck, NJ 07666
(201) 833-2714
Services: Will respond to all ques-
tions and provide detailed answers.
Depending upon proximity we will
demonstrate & train educators.

ADULT EDUCATION ASSOCIATION

Dr. Lloyd Davis
810 18th Street, NW
Washington, DC 20006
(202) 347-9574

EAGLE FORUM EDUCATION FUND

Phyllis Schlafly
P.O. Box 618
Alton, IL 62002
(618) 462-5415
Services: Phonics readers sold

AMERICAN LIBRARY ASSOCIATION

Office for Library Service to
Disadvantaged
Attn: Jean Coleman, Director
50 E. Huron Street
Chicago, IL 60611
(312) 944-6780

**NATIONAL ADULT EDUCATION CLEARING-
HOUSE**

Attn: Fran Spinelli, Director
Montclair State College
Center of Adult Continuing Education
Upper Montclair, NJ 07043
(201) 893-4353
Services: Clearinghouse for Adult
Continuing Education Materials &
Information

CORRECTIONS PROGRAM

U.S. Department of Education
Attn: Osa Coffey, Ph.D.
7th & D Streets
ROB 3, Room 5600
Washington, DC 20202
Services: Provides National Leader-
ship, Coordination, Technical Assis-
tance Advocacy in the Area of
Correctional Education

NATIONAL PTA

700 Rush Street
Chicago, IL 60611

**NATIONAL COUNCIL OF TEACHERS OF
ENGLISH**

1111 Kenyon Road
Urbana, IL 61801
(217) 328-3870

AMERICAN READING COUNCIL LTD.

Julia Palmer, Director
20 W. 40th Street
New York, NY 10018
(212) 730-0786

Services: Dissemination of information
regarding literacy programs & running
of demonstration projects.

CREA - Clearinghouse-Resources for
Educators of Adults
Syracuse University
224 Huntington Hall
Syracuse, NY 13210

ERIC - Clearinghouse on Adult,
Career & Vocational Education
Susan Emal
Ohio State University
1960 Kenny Road
Columbus, OH 43210
(800) 848-4815

CHRISTIAN LITERACY ASSOCIATES/ALLEGHENY
CO LITERACY COUNCIL

Attn: Dr. William Kofmehl, Jr.
43 Ann Arbor Avenue
Pittsburg, PA 15229
(412) 364-3777

COMMISSION ON ADULT BASIC EDUCATION

Dr. Cheryl Moore
P.O. Box 40
Huntsville, TX 77340
(713) 291-9365

Services: Professional organization
for persons interested in or involved
with basic education for adults.

LAUBACH LITERACY INTERNATIONAL

Attn: Edward Pitts, Executive Director
1320 Jamestown Avenue
P.O. Box 131
Syracuse, NY 13210
(315) 422-9121

CHRISTIAN LITERATURE INTERNATIONAL

Dr. Gleason H. Ledyard
P.O. Box 777
Canby, OR 97013
(503) 266-9734

INTERNATIONAL FRIENDS

Minne Garrett, Director
6201 Moray Avenue
Memphis, TN 38119
(901) 683-6372

Services: Conversational English,
sewing, citizenship, crafts, bible

HUMAN RESOURCES RESEARCH ORGANIZATION

Dr. Thomas Sticht
300 N. Washington Street
Alexandria, VA 22314
(703) 549-3611
Services: Design of functional
literacy programs for client
organizations.

LITERACY VOLUNTEERS OF AMERICA

Jeffrey Shapiro
404 Oak Street
Stracuse, NY 13203
(315) 474-7039

LUTHERAN CHURCH WOMEN'S VOLUNTEER
READING AIDES PROGRAM

Attn: Martha Lane, Coordinator
2900 Queen Lane
Philadelphia, PA 19129
(215) 438-2200
Services: 1-1 & small group tutoring;
educating public; nonreaders needs;
organizing/supporting literacy project;
provide training workshops/seminars;
produce low-cost, easy reading mate-
rials.

ADULT PERFORMANCE LEVEL NATIONAL
DIFFUSION PROJECT

Elaine Shelton, Manager
University of Texas
Education Annex S-21
Austin, TX 78712
(512) 471-4623
Services: Training & technical assis-
tance in setting up an APL program.

LITERACY & EVANGELISM INTERNATIONAL

Robert F. Rice, Director
1800 S. Jackson Avenue
Tulsa, OK 74107
(918) 484-3826
Services: Development of reading
primers overseas

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The AAAA CONTACT CENTER is promoting communications in the field of functional illiteracy by providing you with:

*Answers to questions on literacy.

*Help on your promotional campaigns.

*Assistance in locating funding sources.

7
*Detailed information on other literacy programs.

*the written word, a newsletter on literacy.

*Reducing Functional Illiteracy, an international directory of literacy programs.

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More than
23 million adults
in our country
cannot read
and write.



What
are you
doing about it?

● 368
AAAA
CONTACT
CENTER

... promoting communications in
the field of functional illiteracy.

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THE UNNECESSARY PROBLEM

More than 23 million adult Americans are functionally illiterate — they are unable to meet the minimal reading requirements of the society in which we live. Another 30 million are unable to interpret a help wanted ad or even decipher the instructions on a prescription label. That is to say that of the adult population, 35%, or almost four out of every ten, are handicapped by illiteracy. As a result, these persons are severely limited in their abilities to function as adults, workers and citizens. WITH THE EDUCATION AND COMMUNITY RESOURCES WHICH ARE AVAILABLE IN NORTH AMERICA, THE UNNECESSARY PROBLEM — ILLITERACY — NEED NOT EXIST.

WHAT IS THE AAAA CONTACT CENTER?

The American Association of Advertising Agencies (AAAA) is the national association of the advertising business, representing over 450 advertising agencies across the United States. CONTACT, INC. is an international human service information and referral agency. As are so many professional organizations, the AAAA is involved in a number of public service projects, including one aimed at the problem of functional illiteracy. CONTACT, INC. coordinates the AAAA involvement and activities in this field.

The AAAA CONTACT CENTER is designed to encourage communications between the organizations and individuals already involved in the fight against functional illiteracy and to stimulate new local efforts. The CENTER's purpose is to locate existing national, state and local programs which deal with functional illiteracy and, through the identification of these available resources, link those who need help (or want to help) with the people and programs who will assist them.



CONTACT CENTER, P. O. Box 81826
Lincoln, NE 68501 — (402) 484-0802

the written word

A monthly newsletter designed to encourage communication among those working in the field of functional illiteracy and which also acts as a catalyst in delivering volunteer manpower to local community programs. *the written word*, contains facts on various literacy programs, projects, publications, and people.

REDUCING FUNCTIONAL ILLITERACY

Reducing Functional Illiteracy: A National Guide to Facilities and Services is a directory of names, addresses and telephone numbers of over 2,600 literacy programs in the United States and Canada. Each program is listed by state and then by city to make it easier to locate those nearest your area. Within the directory you will also find the latest statistics on functional illiteracy, a two-page listing of national organizations, and detailed information on NALA, LVA and IRA.

YOU

What can you do for literacy? As a citizen you can help to make changes through volunteering. For additional information on the different types of things volunteers can do in a literacy program, please call or write the AAAA CONTACT CENTER. Also, if you know of any interesting programs, people, publications, or conferences dealing with illiteracy which you want to share with others around the world, send the information to the AAAA CONTACT CENTER.

MOST IMPORTANT, IF YOU HAVE AN EMPLOYEE, FRIEND, FAMILY MEMBER OR ACQUAINTANCE WHO NEEDS HELP AND YOU DO NOT KNOW WHERE TO GET IT, CONTACT THE CONTACT CENTER AND WE WILL PUT YOU IN TOUCH, IMMEDIATELY, WITH SOMEONE IN THEIR COMMUNITY WHO WILL WORK WITH THEM.

We believe that the resources to solve this enormous problem are available right now! There are currently countless grass-root organizations and thousands of individuals throughout the world working to alleviate functional illiteracy.

Special, a package deal — Both the written word and Reducing Functional Illiteracy — \$15.00.
the written word (12 issues) — \$6.00.
Reducing Functional Illiteracy: A National Guide to Facilities and Services (148 pages) — \$12.00.
Complimentary copy of the written word for review.
Payment enclosed. Total

Bill me. Postage and \$2.00 handling added to invoice.

Here is my VISA/MASTERCHARGE number.

Expiration Date

Name

Address

City, State, Zip

MAIL TO: AAAA CONTACT CENTER, P. O. Box 81826, Lincoln, NE 68501

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APPRENTICING PROGRAMS

Adhering to the concept of Each One Teach One, tutors and writers apprentice to become workshop leaders. Through observation, presentation, and participation in workshops, the apprentice learns to train other volunteers.

CERTIFICATION

NALA establishes and maintains certification standards for tutors, trainers, and writers. Volunteers may become certified by participating in one of the NALA-approved workshops described above. NALA provides in-service training and sets requirements for advanced certification for tutors, writers, trainers, and college instructors.

BENEFITS OF NALA MEMBERSHIP

Volunteers, through their membership in NALA, communicate with others in a national literacy organization. NALA publishes *Literacy Advance*, a quarterly newspaper highlighting literacy activities on a national level.

The NALA Collection of the Laubach Literacy International Library provides members access to background and supplementary reading materials, books for display, copies of out-of-print books, and materials for evaluation.

Member groups receive a 20% discount on most materials ordered from New Readers Press. NALA publishes an annual Directory listing NALA groups and volunteers with advanced NALA certification. A slide/tape module describing NALA and its organization can be borrowed or bought, and other modules are available for loan from the library.

MEMBERSHIP INFORMATION

Voting members: volunteers who have received NALA-approved training in a workshop, and/or belong to a local NALA-affiliated group.

Non-voting members: volunteers who have not received approved training and are not members of a local NALA-affiliated group.

Group members: a group of 10 or more local volunteers engaged in literacy activities, and registered with NALA/Syracuse as an affiliate. 75% of group members must have NALA-approved training.

Yes, I want to help.

How many I become a literacy volunteer?
Send me a free copy of *Literacy Advance*.
Send me information about literacy modules available.

Name _____

Address _____

City/State _____ Zip _____

☐ Single \$2.00 ☐ Sustaining \$10.00
☐ Contributing \$5.00 ☐ Patron \$25.00

NATIONAL AFFILIATION FOR LITERACY ADVANCE
1320 JAMESVILLE RD., Box 131
SYRACUSE, NY 13210



Local Literacy Group:

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To read the antidote on a bottle of Iye requires a ninth-grade reading ability...

but in the United States and Canada, millions of adults are incapable of reading the label. They are functionally illiterate, unable to decipher the reading materials vital to their everyday lives. They cannot read a prescription, fill out a job application, or follow printed directions.

The National Affiliation for Literacy Advance (NALA) has enabled tens of thousands of adults like these to use communication skills of listening, speaking, reading and writing to solve their problems.

As the membership organization of Laubach Literacy International, NALA builds on the experience of Dr. Frank C. Laubach, who was among the first to recognize the enormity of worldwide illiteracy. Dr. Laubach devised a systematic approach to learning, with which literate adults can teach others.

Volunteers working with Laubach Literacy International founded the National Affiliation for Literacy Advance in 1968 to provide literacy services and a national forum for the exchange of ideas. NALA's 598 affiliated local literacy organizations and 30,000 tutors, trainers, writers, and program organizers use the Laubach approach to literacy in communities throughout the U.S. and Canada.



Anyone who reads well and is able to share their skills can be trained as an effective Laubach tutor.

NALA trains volunteers to:

- teach reading and writing skills to native speakers of English;
- teach English as a second language to speakers of other languages;
- write easy-to-read materials for adult readers of limited ability;
- organize and administer literacy programs.

Tutors use teaching materials developed by Laubach Literacy's publishing division, New Readers Press, and others approved by NALA.

Detailed teacher's manuals make the lessons easy to teach. They explain the purpose of each lesson and give step-by-step instructions for teaching it. Tutors work at the student's pace, perfecting basic literacy skills before proceeding to more advanced reading and writing tasks.

Volunteer coordinators match new tutors with adults and teenagers who have requested instruction. Sessions are held at any convenient place—libraries, churches, adult literacy centers, or in the home.

Tutors are guided by the practical goals of the learner. To achieve those goals the learner may need basic literacy skills only. If further study is needed, the volunteer provides guidance to the appropriate adult education program.

NATIVE SPEAKERS OF ENGLISH (NSE)

The Basic Literacy Workshop is a minimum of 10 hours, and demonstrates:

- the effects of illiteracy;
- characteristics of the non-reader;
- guiding teaching principles;
- how to use the Laubach Way to Reading to teach literacy skills;
- the use of aids to reinforce skills;
- supplemental reading materials for new readers.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The ESOL Workshop is a minimum of 15 hours and covers:

- the use of NALA-approved materials to teach English communication skills;
- English grammatical structures and sound system;
- reinforcement and supplementary aids;
- cultural differences that may affect learning;
- ESOL student survival needs in a new country.

WRITING HIGH-INTEREST, SIMPLIFIED MATERIALS

The Writers Workshop is a minimum of 18 hours and includes:

- how to choose high-interest topics for both ESOL and NSE students;
- use of controlled vocabulary and simplified sentence structure;
- instruction in layout, graphics, and reproduction techniques.

All three training programs have been evaluated and recommended for college credit by the American Council on Education. To find out how to apply, write for NALA's Education Bulletin 4-47.

YES
YOU
CAN



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You recognize the problems:

- adults in your community who can't function in society because they can't read
- people kept outside the mainstream of community life because they can't speak English

You even know the solution:

- an adult basic tutorial program in reading or English as a second language

YES, YOU CAN



Literacy Volunteers of America, Inc.

623 Midtown Plaza
700 E. Water St.
Syracuse, N.Y. 13210

YES, YOU CAN

... because Literacy Volunteers of America (LVA) will provide the training you need to organize and manage the program.

The four-day training is intensive and complete. You will be trained both as a tutor of adults and as a trainer of tutors. You will also be given training in program management. (See the inside of this folder for more details.)

You will achieve the satisfaction of gaining new and useful skills — skills you can put to work helping fellow human beings to become all that they can, through the mastery of written and spoken English.

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TRAINING



TUTORS

LVA's *English as a Second Language (ESL) Workshop* offers four sessions of concentrated instruction in the following areas:

- a. Teaching ESL via the audio-lingual method
- b. Testing a student
- c. Lesson planning and visual aids
- d. Intercultural communication

—OR—

LVA's *Basic Reading (BR) Workshop* offers four sessions of concentrated instruction in the following areas:

- a. Techniques for teaching reading
- b. Testing a student
- c. Lesson planning and student motivation
- d. Attitudinal development of the tutor



TRAINERS

LVA's *Workshop Leaders Training* offers two sessions of practical help to enable trainers to present LVA's workshop (either BR or ESL) in the most effective way.



MANAGERS

LVA's *Program Management Training* offers one session of step-by-step instructions for organizing community-based tutorial programs. Included is guidance for:

- a. Program planning
- b. Program operation
- c. Recruitment of volunteers
- d. Fund raising



Information for Prospective Participants

The LVA training workshops for program organizers are designed for organizations and volunteer groups showing serious interest in, and exhibiting the potential capability for, establishing and maintaining a local tutorial program for adults.

Organizations should:

1. Be appropriate educational and social service agencies, such as Voluntary Action Centers, United Way agencies, libraries, adult basic education centers, learning centers, correctional facilities.
2. Intend to use volunteers in their programs.

Volunteer groups should:

1. Recruit a nucleus group of ten people willing to take an active role in a tutorial program.
2. Be sponsored by a local agency, such as a business, bank, library, church, civic organization, service club to provide stability and support to the volunteers through in-kind services and financial assistance.

Each applying group should submit a statement of its program goals for the first year and of the contributions agreed to by their sponsor (if applicable) with the registration form.

Participating organizations and volunteer groups are asked to name *two* persons to represent their group at the LVA training sessions. One of the two participants should be training and reading oriented, with the other strong in organizational and administrative abilities. Both will take the complete training, but this combination of talents, in two persons working together, can best meet the goal of establishing a viable local program.

the written word

A project of the American Association of Advertising Agencies

SEPTEMBER 1982

top nine criteria

The following appeared in the May/June issue of *The Ladder*, a bimonthly publication of Push Literacy Action Now (PLAN). PLAN is a nonprofit, community adult literacy program located in Washington D. C.

The D. C. Literacy Task Force has issued a list of nine criteria by which it says any literacy program ought to be evaluated.

The Washington-based group, organized last year, to promote literacy work and awareness of nonreaders' problems, said the criteria would help fill the need for some objective measurement of the organizational strength and usefulness of the hundreds of literacy groups around the country.

Service groups, individuals, companies or courts seeking to place nonreaders in some class have had no way until now to judge which of the available programs in their areas might actually succeed in teaching students to read. The criteria, which the Task Force called "essential components of adult and children's tutoring programs," stress the importance of training and supervision for volunteer tutors, a well-organized curriculum and follow-through in testing and referral.

The Task Force's professional concerns work group, chaired by Marcia Harrington, drew up the criteria after several months of reviewing available literature on literacy program evaluation and interviewing students and volunteers on their definitions of success.

Task Force chair Mike Fox added that the criteria also had another purpose: "We hope to foster some dialogue on the issue and some self-criticism among existing literacy programs."

The criteria are as follows:

1. A formal *pretesting* and evaluation of incoming students to determine reading level and suitability of the program to their needs.
2. A reliable *referral* process for students who would be better served in a different program.
3. A *flexible schedule* of classes, tailored to the needs of the students, but including a minimum of two one-hour sessions each week.
4. A qualified staff of *trainers* to prepare volunteer teachers. Trainers should be qualified by experience and/or certification to teach basic reading skills.
5. Volunteer (professional or nonprofessional) who have received *training* in the techniques of basic adult education. This means a minimum of six hours preservice and regularly scheduled in-service sessions of phonics, word recognition, language experience, comprehension strategies and basic writing techniques.
6. A reliable *teaching method* which presents a sequenced series of skills. A single method may be easier for tutors, but an eclectic approach allows for individual differences in tutors and students, encourages creativity and avoids rigidity. There should be frequent evaluation of methods. The use of newspapers, grocery store labels, street signs, coupons, job applications and the like should be considered as practical application of reading lessons.
7. A sufficient supply of *materials*. Each student should have his/her own set of the required books or workbooks, even if this means charging a nominal fee. Supplementary materials at the tutoring site should be readily accessible to all students.
8. *Evaluation* procedures. Students should be tested for progress on a regular schedule, with new methods initiated if no progress occurs. Tests may be standardized or teacher-made; trainers should work with tutors to ensure the validity of the latter.
9. An *exit procedure* consisting of testing, interviewing and referring for further study.

Those interested in this field are urged to write to the Task Force, c/o PLAN.

Feel free to contact PLAN concerning their excellent newsletter *The Ladder*. Write or call: Mike Fox, Executive Director, PLAN, 2311 18th Street, NW, Washington, DC 20009; 202/387-7775.

program handbook

Adult Literacy Program Handbook is intended to be used by individuals who are involved in the operation of adult literacy programs. It brings together in one document the successful operational procedures that some of the directors of the Right to Read Academies have used in administering their respective programs. This Handbook suggests procedures, ideas and materials for those functions that are particular to adult literacy programs which operate on limited budgets and which make extensive use of volunteers as reading tutors. The Handbook will provide directors of literacy programs some basic ideas that can be adapted and augmented as local circumstances require.

The Table of Contents includes:

- Initial Operating Procedures
- Development of Job Descriptions
- Community Support and Mobilization
- Budget Planning and Management
- Management of Volunteers
- Supervising Volunteers
- Recruitment of Volunteers
- Retention of Volunteers
- Recruitment and Retention of Clients
- Client Referrals
- Staff Development
- Instructional Materials
- Teaching English as a Foreign Language
- Enrichment Activities
- Recordkeeping-Forms
- Evaluation
- Continuation Strategies

Adult Literacy Program Handbook is for sale from the Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (Stock No. 017-080-01917-5).

looking for funding?

Below is a brief list of national and regional foundations that are either primarily educational in purpose or are known to be sponsoring education projects. To list all the many foundations having some relationship to education would not be possible within the scope of this newsletter. We will list at least five a month for the next few months.

Advertising Education Foundation
1225 Connecticut Ave., NW - Suite 401
Washington, DC 20036
202/659-1800
Chairman - Barton Cummings

American Economic Foundation
51 E. 42nd Street
New York, NY 10017
212/687-5330
Executive Director - LeRoy Sluder III

American-Nepal Education Foundation
P. O. Box ANEF
Oceanside, OR 97134
503/842-4024
President - Helen L. Wood
Executive Director - Hugh B. Wood

Armenian Educational Foundation, Inc.
5300 Santa Monica Boulevard
Los Angeles, CA 90029
213/462-8257
President - Dro Amirian, 10824 Wrightwood Lane, Studio City, CA 91604
Executive Secretary - Puzant Granian

Belgian American Educational Foundation, Inc.
420 Lexington Ave. - Suite 2017
New York, NY 10017
212/986-1496
President - Emile L. Boulpaep
Executive Secretary - William Moody

British American Educational Foundation, Inc.
426 E. 89th Street
New York, NY 10028
212/722-3196
President - J.R. Ritchie
Executive Secretary - Mrs. Frederick van Pelt Bryan

Chinese American Educational Foundation
8455 Skokie Boulevard
Skokie, IL 60076
312/677-9079
President - Benjamin Joe

★★★★★★
literacy — you can
make it happen

literacy & evangelism

Literacy & Evangelism International is a volunteer agency, constructing adult literacy primers and teaching adults to read in their own language. The primer series has Bible content, with a primary purpose of enabling the nonreader to read scripture for himself. In over 60 languages, Literacy & Evangelism has assisted more than 100 different denominations, missions and Christian organizations. The ministry has reached 26 nations around the world since its founding in 1967.

In inner cities and among minority groups stateside, the English language primer-reader series, *Firm Foundations*, has the best in English language primer construction methodology. Volunteers are trained to teach reading to adults in their native language and to share their faith with non-Christians as they teach. They are trained to bring reading to a community, working in small groups or one-to-one.

With full time workers, both stateside and overseas, Literacy & Evangelism cooperates with churches, government and social agencies. As a voluntary organization, Literacy & Evangelism is supported by concerned individuals and organizations.

In the United States with its 23 million non-reading adults, Literacy & Evangelism has helped many people to read. Among them, a nonreading pastor of a small church, court offenders on parole, husbands and housewives, teenagers and the elderly.

The Reverend Robert F. Rice, founder of Literacy & Evangelism International, served as a Presbyterian Missionary in Korea from 1950 to 1965 and continues his ministry in the field of adult literacy. Literacy & Evangelism is founded to help men and women learn to read the Bible. Ninety-eight percent of the world has some scripture in print in their mother tongue, but over fifty percent of the world cannot read. The task is only beginning and workers are needed.

If you would like additional information on Literacy & Evangelism, please contact: Robert Rice, Director, Literacy & Evangelism International, 1800 S. Jackson Avenue, Tulsa, OK 74107; 918/585-3826.

everything you need to teach

Everything You Need To Teach A Child to Read is published by Van Dean Educators, Inc. and is targeted toward parents, due to their belief that if the country is to reverse the illiteracy trends, the parents must take greater responsibility for teaching their children to read and they will need proper, sensible guidance. However, they have kept this book straightforward and businesslike so that it is applicable to students of all ages.

Everything You Need to Teach A Child to Read presents step-by-step lessons for parents to use to teach their children to read. It's for those parents who are willing and anxious to take responsibility for setting their child's educational destiny.

Mrs. Van den Hengel, author, has been a kindergarten and first grade teacher for more than twenty years. She's been asked for advice over and over. Parents want to know what they can do to be sure their child will read.

Seeing the tremendous need for a simple clear-cut "Instruction Lesson Book" for parents, Mrs. Van den Hengel tackled the job. She was convinced that parents want to do what is right and would cooperate wholeheartedly if their job was explained in an orderly, practical way without lengthy lectures and needless theorizing. As a result, her book is logical, workable and concise in presenting the sequence of learning how to read. These are the steps that get results. Her viewpoint and frame of reference differ from the usual reading experts who know so much and want to tell all.

In addition, she knows that parents are often limited in time and talent so she has included all the teaching aids necessary for accuracy, continuity and convenience. She has also written a short, easy-going chapter of explanations and rationale for any parents who want more information.

For your copy of *Everything You Need to Teach A Child to Read*, send \$22.50 to Van Dean Educators, Inc., Malvern, PA 19355.

SUBSCRIBE...

the written word

**Published by AAAA CONTACT CENTER,
P. O. Box 81826, Lincoln, NE 68501-1826.
A non-profit organization serving as a clearing-
house in the area of functional illiteracy.**

Rhonda Kadavy, Editor
Donna Hunzeker

Issued monthly (12 issues per year)
Subscription rate, \$6.00 annually

the written word is published monthly and is sponsored by the *American Association of Advertising Agencies*. It is intended to encourage communication and cooperation between individuals, government institutions, schools, libraries and social services agencies working on the problem of illiteracy. At the same time, the AAAA's hope to act as a catalyst in delivering manpower from the communications business as volunteer help from existing programs. We would appreciate it if you would share with us information on your work in the field of illiteracy. Please call or write: Rhonda Kadavy, Project Director, AAAA CONTACT CENTER, P. O. Box 81826, Lincoln, NE 68501-1826; 402/464-0602

_____ the written word (12 issues) — \$6.00

Reducing Functional Illiteracy: A National Guide to Facilities and Services, 148 pp. - \$12.00

Special, a package deal — Both the Newsletter and Directory - \$15.00

Payment enclosed. Total _____

(Nebraska Residents, add applicable taxes)

_____ My VISA/MASTERCARD number

Expiration date _____

Name _____

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SEPTEMBER 1982

the written word

A project of the American Association of Advertising Agencies

AUGUST 1982

literacy day

In 1965, United Nations Educational, Scientific and Cultural Organization (UNESCO) held the World Congress of Ministers of Education on the Eradication of Illiteracy. The congress met in Tehran, Iran to study illiteracy and make recommendations. As a result, a world-wide literacy campaign was launched.

In 1966, the General Conference of UNESCO adopted the decisions reached in Tehran the previous year. September 8th, the day the congress had convened, was declared World Literacy Day. It is now observed annually around the globe.

newspaper - teaching tool

Your newspaper is a valuable classroom resource. It's an inexpensive teaching/learning tool for both students and teachers. However, maximum effectiveness can be achieved only if the tool is properly used. Teachers must know how to use newspapers in the classroom if the newspaper's full potential as a teaching instrument is to be realized.

During October 12-15 ANPA Foundation will be offering an Instructor Training Seminar. Participants will learn to become self-reliant in the use of the newspaper as a teaching tool and will study a variety of workshop models to develop flexibility, creativity, effectiveness and confidence. In addition, the participants will be instilled with the ability to give more comprehensive workshops. It is designed to create highly motivated leaders.

Subjects covered and integrated into the curriculum will include:

- * Techniques of presentation.
- * Use of audio-visual material and other training aids.
- * Creation of workshop activities.
- * Coordination and organization of workshops and seminars.
- * Promotional workshops vs training workshops.
- * Plus much, much more.

The program will be conducted by Dr. Edward DeRoche, Dean of the School of Education at

the University of San Diego; and Linda Skover, Manager of Education Services for the ANPA Foundation.

This Instructor Training Seminar will be held in Tanglewood, Texas, October 12-15 and is limited to thirty participants. The registration fee is \$350 per person, which includes meals and room accommodations. The registration deadline is September 15th. To register, send payment to: ANPA Foundation, The Newspaper Center, Box 17407, Dulles International Airport, Washington, DC 20041.

rural low-level reading

The Rural Advancement Fund announces the publication of two new rural-oriented literacy books. They are especially designed for people in rural areas who have limited reading ability. Both booklets are written at a sixth grade reading level.

How to Sell at Farmers Markets and *Making and Using a Coldframe* were written by Debby Wechsler and Muriel Medina. The booklets contain colorful illustrations and many practical ideas for market farmers and gardeners.

"There is a great need for easy-reading materials which relate to the special interests of rural people. We believe these new booklets will be helpful tools for literacy teachers and will provide useful information for new, adult readers," said Rural Advancement Fund Executive Director, Kathryn Waller.

The Rural Advancement Fund is a nonprofit, North Carolina-based organization which conducts a variety of educational programs for small farmers and low income rural people. Rural Advancement Fund is now preparing a series of rural-oriented literacy materials. This special project is funded by the Z. Smith Reynold Foundation.

Copies of *How to Sell at Farmers' Markets* and *Making and Using a Coldframe* are available from Rural Advancement Fund, P.O. Box 1029, Pittsboro, NC 27312 for 50 cents each (postpaid).

PR handbook

With International Literacy Day just around the corner, September 8th, you are probably working on different types of publicity for your local organizations. CONTACT, INC. is proud to announce this new and expanded rewrite of their manual on public relations. Constructed in an easy-to-read format, this informative volume contains all you need to know to create and sustain a good image for your organization, to promote new programs, or to deal with disasters. Complete with a bibliography and comprehensive glossary of media terms, this publication also features a special appendix on "fun publicity for all organizations."

Public Relations: How To Do It is divided into six chapters: Public Relations — What Is It?; How to Choose the Right Medium; Communications; Details of Public Relations; Emergencies; and Conclusions. Within the chapters are many practical examples of public relations and media tools.

Highlights of this PR manual include:

- * Starting Right
- * Developing an Action Plan
- * Advantages and Disadvantages of Various Media
- * The Campaign
- * Effective Public Speaking
- * News Releases
- * Audiovisuals
- * Checklists for Speeches and Facilities
- * Ground Rules for Being Interviewed
- * Emergencies: Combatting Rumors
- * Bad Publicity or No Publicity?

Public Relations: How To Do It was written by Karen Riley-Pendleton, former Director of the AAAA CONTACT CENTER. You can obtain your copy by sending \$5.00 (Nebraska residents, please add applicable sales tax) to: CONTACT, INC., P.O. Box 81826, Lincoln, NE 68501.

college reading association

The College Reading Association (CRA) is a professional, nonprofit educational organization that fosters the improvement of teaching

and learning reading at all academic levels. To accomplish these goals, CRA:

- * Promotes standards and competency within the profession.
- * Stimulates the self-development and professional growth of teachers and reading specialists.
- * Encourages the continuing improvement of college and university curricula and encourages preparation programs for teachers and reading specialists.
- * Encourages the continuing improvement of administrative, clinical, diagnostic, and instructional practices related to the learning process.
- * Acts as a resource for the consideration and dissemination of information related to the field of reading.
- * Prepares and distributes professional publications.
- * Sponsors conferences and meetings to meet the professional needs of its memberships.

Publications available from CRA include: *Reading World*, a quarterly journal, which contains feature articles, discussions of controversial issues and special interests, research findings and projects in progress, and reviews of current publications in the field of reading. *Reading News*, a quarterly newsletter which provides a forum for the exchange of views and opinions, reports on Division activities, and encourages communication about projects and programs within the Association. *CRA Monographs* currently include *Preparing Learning Modules to Train Teachers of Reading*, by Carol O'Connell and Sandra McCormick; *Survival Learning Materials*, by Robert M. Wilson and Marcia M. Barnes; *New Perspectives in Paperbacks*, by M. Jerry Weiss, Joseph Brunner, and Warren Heiss; *Observing Students' Reading Skills* by Jeanette Miccinati and Mary A. Pine.

For additional information on CRA, please write: College Reading Association, The Reading Center, 116 Newberry Street, Boston, MA 02116.

you can teach Johnny at home

If you favor the phonic method of reading education, then *Johnny Still Can't Read—But You Can Teach Him at Home* by Kathryn Diehl, former Reading Reform Foundation President and G.K. Hodenfield might be a very useful book. This is a publication designed to help parents help their children to achieve simple literacy, not for technical perfection in a classroom.

Highlights of *Johnny Still Can't Read—But You Can Teach Him at Home* include:

- * Phonics vs Look-Say: The Difference
- * Three Faces of Literacy: Reading, Writing, Spelling
- * Teaching Tips
- * The Alphabet
- * Sight Words
- * High School Students: It's Not Too Late
- * Reading and the Law
- * Much, Much More

You can obtain your copy by sending \$2.75 plus \$1.00 for handling to: Barbara M. Morris, The National Educator, P.O. Box 333, Fullerton, CA 92632.

hidden illiteracy

Miscomprehension of advertising by the public may be costing advertisers billions of dollars each year, according to an educational consulting organization which has been examining effects of "hidden" illiteracy in American society. Initial estimates placed the wasted advertising dollars in excess of \$3 billion, and billions more have been lost in sales.

A spokesperson for Applied Scholastics, Inc., a Los Angeles-based education consulting organization, says they became alerted to the problem through a study published by the American Association of Advertising Agencies. The study, entitled "Miscomprehension of Televised Communication," indicated that 90 percent of television viewers misunderstand some part of what they see, no matter what kind of broadcast they are watching. In addition,

the range of misunderstanding is between one-fourth and one-third of any broadcast, whether it is a commercial, entertainment, or news program.

In 1980 approximately \$55 billion was spent on advertising; if 30 percent of the advertising was miscomprehended, some \$16 billion was essentially wasted.

While advertisers and businesses worry about the spiraling costs of getting their messages across, being heard above all other "media noise," and fending off government charges of "misleading" the public, "hidden" illiteracy may be the real culprit.

There are 23 million adults in the U.S. classified as functionally illiterate. National Scholastic Aptitude Test (SAT) scores are dropping each year. There is a recognized problem with our educational system, according to Applied Scholastics.

Inadequate education shows up in the market place, in the economy and in business. Businesses are offering courses in English and Math to help employees to master their jobs; productivity drops and welfare rolls rise for people who can't find or hold jobs due to poor education; and, advertisers spend billions every year to try and reach a public which doesn't understand what it reads or hears.

Applied Scholastics believes that part of the problem can be traced to the longstanding educational practice of encouraging people to go past words they do not understand or to guess their meanings from context.

The result has been a nation of people who cannot comprehend the data they receive, but who often *do not know* that they do not comprehend. They are the "hidden" illiterates.

Until the problem of hidden illiteracy is overcome, the nation will continue to suffer economically, for the normal communication of the market place will be severely crippled.

You can contact Applied Scholastics directly for additional information. Their address is: Applied Scholastics, Inc., 955 S. Western Avenue, Los Angeles, CA 90006, 213/735-1333.

subscribe...

the written word

Published by AAAA CONTACT CENTER,
P. O. Box 81826, Lincoln, NE 68501-1826.
A non-profit organization serving as a clearing-
house in the area of functional illiteracy.

Rhonda Kadavy, Editor
Donna Hunzeker
Christy Salinas

Issued monthly (12 issues per year)
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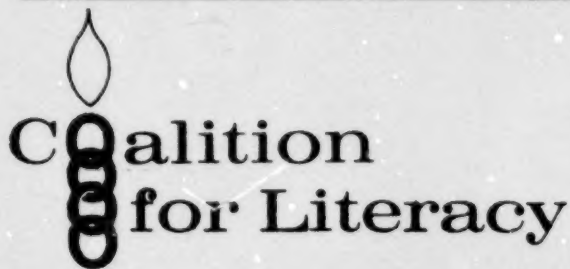
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AUGUST 1982

the written word

A project of the American Association of Advertising Agencies

JUNE 1982



Coalition for Literacy

National businesses, volunteers, and public leaders recently formed an alliance to help focus attention on the problem of adult illiteracy in America.

Organizations with a track record in literacy and adult education call this united effort the Coalition for Literacy.

These groups include:

American Library Association (ALA)
Laubach Literacy International (LLI)
Literacy Volunteers of America, Inc.
(LVA)
CONTACT, INC.
International Reading Association (IRA)
National Advisory Council on Adult
Education (NACAE)
National Commission on Libraries and
Information Science (NCLIS)
American Association of Advertising
Agencies (AAAA)
B. Dalton Bookseller
American Association for Adult and
Continuing Education (AAACE)

Bob Purcell, Coalition representative, declared, "Our whole society is hurt by the fact that 23 million American adults can't read at a functional level."

He added, "America's economic, military, and individual strength demands a literate populace. We want folks to know that illiteracy hurts all of us and that people who care can do something about this problem."

The campaign will generate public awareness through television, radio, newspapers, magazines, and other media.

People who want to help or who seek more information will be able to call a toll-free number for information and referral to agencies which can help.

EDITOR'S NOTE: In preparation for this national media campaign (of which CONTACT will serve as the clearinghouse), we are expanding our resources. In concert with other efforts, target groups of our clearinghouse include: *adults*, who are functionally illiterate or who have trouble reading; *parents*, who are an essential support group for teaching children reading skills; the *general public*, who could help by volunteering time and resources or who just wish to "do something"; and, *business and civic organizations* which can support local efforts (such as yours). We would appreciate hearing from you if you are aware of programs or individuals associated with functional illiteracy basic education.

it's never too late

The following is an excerpt from a letter recently written by Mary Pecci, Pecci Educational Publishers, to the AAAA CONTACT CENTER.

"I am presently working with a 24-year-old inmate who was totally illiterate one year ago. This research was initiated in answer to the recurring question at my reading workshops, 'Is it possible to teach older nonreaders to read once they have passed the point of learning?' Although I was convinced in theory that it was never too late, I had never had the opportunity to prove it in action.

A prison is one of the few places where you can get an illiterate adult who is predictably available. I became intrigued with the thought of some poor lost illiterate in some prison hell-hole getting the services of a super specialist. I could just picture him pinching himself to see whether it were really all happening. I thought to myself, 'Wouldn't it be fun to bring a miracle into someone's life?'

My student remained emotionless until he experienced his third successful attempt at reading, at which time, he dropped the book, threw his arms up into the air, and burst out, 'WOW! If I can learn to read, there is so much I can do with my life that I couldn't do before!' If anyone doubts the thirst for literacy, one day when I suggested that he take a day off because he was coughing and sneezing with a terrible cold, he said, 'I'll be

here unless I'm dead.' He is now on a third grade level, at which time he will be in a position to continue independently.

My new phonic method is so easy as to make it virtually impossible to fail. It is based on the following principle: if you teach no phonic exceptions to rules, the student will have 90% of the information he needs to decode words. With this 90% at his fingertips, he can easily figure out the other 10% of exceptions on his own. However, if you attempt to teach the remaining 10% of exceptions, it will confuse the decodability of the total 100% of words and, therefore, cause reading failure."

For a copy of Mary Pecci's catalog of publications, write or call: Pecci Educational Publishers, 440 Davis Court, Number 405, San Francisco, CA 94111; 415/391-8579.

literacy on the inside

The CONTACT, INC. criminal justice staff recently surveyed Departments of Corrections throughout the United States and Canada regarding educational programs offered in their correctional institutions. Figures provided by the 47 respondents to the survey reveal that in 1981 approximately 20,000 inmates participated in literacy programs, nearly 50,000 participated in Adult Basic Education, and over 18,000 completed their GED requirements. Departments of Corrections noted that in addition to paid staff, many volunteer educators were contributors to programs giving inmates the opportunity to upgrade themselves. These outside volunteers include literacy volunteers, student teachers, retired teachers, and others. In addition, it was frequently reported that trained inmates served as literacy tutors and teacher aides.

If you or your organization would like to get involved or increase your activity in this area, please write to: AAAA CONTACT CENTER, P.O. Box 81826, Lincoln, NE 68501, or call 402/464-0602. If you would like a copy of the survey and cover story, please send \$5.00 to *Corrections Compendium*, CONTACT, INC., P.O. Box 81826, Lincoln, NE 68501.

professor phonics

Sister Monica Foltzer, S.U.A. Phonics Department, is offering her INSTITUTE IN INTENSIVE PHONICS course through the summer session at Xavier University in Cincinnati, Ohio. This is the longest running phonics course in history as well as the longest running elective course at Xavier University. The course is offered July 19 to July 30, 1:00-4:00 PM, and is worth two credit hours. Graduate students, teachers, and parents who want to teach their children to read are the usual participants.

Sister Monica uses her own PROFESSOR PHONICS materials to teach this course. In PROFESSOR PHONICS she has organized all the consonant sounds around just four categories of vowels making it very streamlined. As a result, all of her 42 sounds are taught on just about 22 pages interspread with 28 review pages. In her advanced book A SOUND TRACK TO READING, all of her basic sounds are further streamlined and are taught on 14 pages with 6 review pages. After the basic sounds are taught, the rest of phonics arranged in spelling patterns are taught. She ties the sounds together with just five basic rules.

Also used is the SPELLER AND READING WORD LIST which gives instant spelling success. It contains over 1600 words which even first graders can spell *without memorizing*.

For additional information on Sister Monica's course or her publications, please contact: Sister Monica Foltzer, S.U.A. Phonics Department, 1329 East McMillan Street, Cincinnati, OH 45206; 513/961-3410.

promotion day

September 7th is International Literacy Day, a day of celebration for those involved in literacy. International Literacy Day is also a day for promotional efforts by your own organization.

Over the past year, the AAAA CONTACT CENTER has received several information requests concerning Johnny Cash and his efforts in promoting literacy. Cash starred

in the CBS movie, **THE PRIDE OF JESSE HALLAM**. In this special movie, Cash portrayed an adult who was illiterate and demonstrated many of the struggles encountered with this "hidden" handicap. Brenda Vaccaro portrayed a Laubach tutor who taught Cash to read for the first time.

As part of the International Literacy Day celebration, it would be ideal timing to have **THE PRIDE OF JESSE HALLAM** rerun on television. You can help CBS decide to run it again. All you need to do is make a written request to: CBS/Broadcast Group, CBS, Inc., 51 West 52nd Street, New York, NY 10019.

teacher training

Marva Collins, Founder of Westside Preparatory School, will be conducting a teacher training program during July and August. The starting day is July 5, 1982.

Westside Preparatory School is dedicated to the universal education of all children and the belief that "all children can learn if not taught too thoroughly that they can't!"

The program will include:

- * Discipline
- * Phonics as Means to Reading
- * Reading Methodology
- * Poetry Appreciation
- * Releasing Children to Good Literature
- * Pupil Motivation
- * How Children Learn to Write

The total fee for this six-week course will be \$1,500. Hours will run from 8:00 AM until 12:00 noon, Monday through Friday. The class size is limited. Participants will be accepted on a first come basis.

For registration, please contact the following as soon as possible: Mrs. Carol Braxton, Westside Preparatory School, 4146 West Chicago Avenue, Chicago, IL 60651; 312/227-5995.

patients' library

The American Library Association (ALA) will be holding their 101st Annual Conference, July 10-17, 1982 in Philadelphia, Pennsylvania.

The need for recognition of illiteracy both as a responsibility of libraries and as a problem in health education will be addressed by Meliza Jackson during the ALA Conference, July 11, 1982. For two years, Jackson has directed a volunteer Laubach tutoring service for deinstitutionalized mental patients through the Western Psychiatric Institute and Clinic (Pittsburgh, Pennsylvania) where she is the Patients' Librarian.

A 1981 grant by the Bessie F. Anathan Foundation enabled purchases both of the tutoring materials and of a circulating collection of supplementary reading materials. It funded a flier to market the service to mental health clinicians who would refer their appropriate clients, and it underwrote a small study of whether self-esteem scale scores rose concurrently with reading skills during six months of weekly tutoring. Study findings, which will be discussed by Jackson in the presentation "The Patients' Library Provides Basic Literacy Tutoring for Self-Esteem Improvement," showed an average three-point rise in self-esteem on a 40 point scale. More details about the PROJECT LITERACY tutoring program are available from Meliza Jackson at Western Psychiatric Institute and Clinic, Patients' Library, 3811 O'Hara Street, Pittsburgh, PA 15213; 412/624-2194.

Jackson will be one of eight presenters at the ALA Association of Specialized and Cooperative Libraries program, "Librarians Reaching Out: Case Studies," which also includes a box lunch picnic and tour of historic Pennsylvania Hospital. ALA Conference registrants can sign up by July 1st by sending a SASE and a \$5.00 check to Caroline Morris, Library, Pennsylvania Hospital, 8th and Spruce Streets, Philadelphia, PA 19107.

share your program with
others - send information to
the written word.

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THE VOCATIONAL STUDIES CENTER

University of Wisconsin-Madison

The Vocational Studies Center at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical, and Adult Education within the School of Education in 1971. The function of the center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs—vocational education, technical education, adult education, career education and manpower training—to citizens of all ages in all communities of the state. The center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enhanced and the foci of the problems widened to encompass regional and national concerns, the center engages in studies beyond the boundaries of the state.

Merle E. Strong, Director

Roger H. Lambert, Associate Director

964 EDUCATIONAL SCIENCES BUILDING 1025 W. JOHNSON ST. MADISON WI 53706